JANETA LUPU

ENGLISH PRACTICAL COURSE FOR INTERMEDIATE STUDENTS

Second Edition

Universitatea SPIRU HARET

Coperta: Ioan Stan Bunea

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UNIVERSITATEA *SPIRU HARET*
FACULTATEA DE LIMBI SI LITERATURI STRAINE

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Foreword

The present ENGLISH PRACTICAL COURSE is intended for use by intermediate students and is meant to meet the requirements of the syllabus, i.e. to consolidate some grammar issues which raise special problems in learning (tenses, modals, passivization, etc.), to enrich the students' vocabulary and their skills in communication.

It is also useful for advanced students who wish to polish up their skills in the difficult area of English usage.

The fifteen units contain carefully chosen texts, debating modern topics and each unit provides instruction and practice in comprehension, vocabulary, grammar, reading and writing.

More significantly, this course devotes as much attention to language use *as to language* form*, and it assigns primary importance towards the function of language as a vehicle for communication and expression.*

The topics brought forward are of interest to the people living in the twenty-first century. Accordingly, exercises are contextual, whenever possible, and much of the material focuses on English behind the sentence level.

Last but not least, I have to thank the young assistant professors Oana Ionescu and Mădălina Crivoi who have contributed with either texts or exercises to two of the units included in this course.

Janeta Lupu

UNIT 1

Personality and Identity

PRE-READING

Answer the following questions:

1. If you were to make your self-portrait, how would that be?
2. When someone is introduced to you, what are you inclined to consider first: physiognomy, speech or other features?
3. Which, in your opinion, is easier to make: paint someone's portrait or make a written portrait?
4. There is a Zen saying: "By the age of thirty we are all responsible for our face." How would you comment this?
5. To what extent do you think our appearance reflects the life we have had?
6. Is there any relationship between one's physiognomy and his/her character?

Read the text and describe the characters:

The old gentleman at the tea-table, who had come from America thirty years before, had brought with him, at the top of his baggage, his American physiognomy; and he had not only brought it with him, but he had kept it in the best order, so that, if necessary, he might have taken it back to his own country with perfect confidence. At present, obviously, nevertheless, he was not likely to displace himself; his journeys were over and he was taking the rest that precedes the great rest. He had a narrow, clean-shaved face, with features evenly distributed and an expression of placid acuteness. It was evidently a face in which the range of representation was not large, so that the air of contended shrewdness was all the more of a merit. It seemed to tell that he had been successful in life, yet it seemed to tell also that his

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success had not been exclusive and invidious, but had had much of the inoffensiveness of failure. He had certainty and a great experience of men, but there was an almost rustic simplicity in the faint smile that played upon his lean, spacious cheek and lighted up his humorous eye as he at last slowly and carefully deposited his big tea-cup upon the table. He was neatly dressed, in well-brushed black; but a shawl was folded upon his knees, and his feet were encased in thick, embroidered slippers. A beautiful collie dog lay upon the grass near his chair, watching the master's face almost as tenderly as the master took in the still more magisterial physiognomy of the house; and a little bristling, bustling terrier bestowed a desultory attendance upon the other gentlemen.

One of these was a remarkably well-made man of five-and-thirty; with a face as English as that of the old gentleman I have just sketched he was something else: a noticeably handsome face, fresh-colored, fair and frank, with firm, straight features, a lively gray eye and the rich adornment of a chestnut beard. This person had a certain fortunate, brilliant, exceptional look – the air of a happy temperament fertilized by a high civilization – which would have made almost any observer envy him at a venture. He was booted and spurred, as if he had dismounted from a long ride; he wore a white hat, which looked too large for him; he held his two hands behind him, and in one of them – a large, white, well-shaped fist – was crumpled a pair of soiled dog-skin gloves.

His companion, measuring the length of the lawn beside him, was a person of quite a different pattern, who, although he might have excited grave curiosity, would not, like the other, have provoked you to wish yourself, almost blindly, in his place. Tall, lean, loosely and feebly put together, he had an ugly, sickly, witty, charming face, furnished, but by no means decorated, with a straggling moustache and whisker. He looked clever and ill – a combination by no means felicitous; and he wore a brown velvet jacket. He carried his hands in his pockets, and there was something in the way he did it that showed the habit was inveterate. His gait had a shambling, wandering quality; he was not very firm on his legs. As I have said, whenever he passed the old man on the chair, he rested his eyes upon him; and at this moment, with their faces brought into relation, you would easily have seen they were father and son. The father caught his son's eye at last and gave him a mild, responsive smile.

(Henry James – *The Portrait of a Lady*)

COMPREHENSION

I. Use: *rustic simplicity, contented shrewdness, desultory, crumpled, straggling, inveterate, shambling* in sentences of your own to illustrate their meaning.

II. Sketch someone's portrait including the following words: *firm, brilliant, charming, witty, lean*.

VOCABULARY

Words That Describe People

I. The following list includes words that describe people and their behaviour. Look up any words you do not understand. Underline and define those words that especially apply to Lord Warburton as Henry James describes him in the excerpt from *The Portrait of a Lady*.

confident	balanced	shrewd
successful	inoffensive	simple
clean		

II. Here is a list of words that describe the protagonist in an adventure movie or novel. Beside the word write the definition.

Superman is a *hero* to his fans because he is

tenacious _____
invincible _____
diligent _____
impetuous _____
relentless _____
pugnacious _____
uncompromising _____
resilient _____

On the other hand, a *shrew* is a bad-tempered woman who can be described with these words:

obnoxious _____
vindictive _____
grudging _____

scolding _____
loquacious _____
petulant _____
garrulous _____
volatile

A *cynic* shares the shrew's unpopularity. A person who finds fault with everyone, the cynic can be described with these adjectives:

cynical _____
sardonic _____
skeptical _____
imperious _____
critical _____
captious _____
censorious _____
carping _____

GRAMMAR

Verbal Adjectives

VERBAL ADJECTIVES derive from verbs and discharge the function of an adjective expressing a feature, a quality and, syntactically, are attributes placed before the noun.

e.g.

bristling	straggling	bustling
shambling	charming	wondering

Other adjectives are formed of an adjective or adverb + past participle (adjectivized).

e.g.

clean-shaved	well-made	neatly-dressed
fresh-coloured	well-brushed	well-shaped

Task: Enlarge your list of adjectives derived from present participle or past participle to describe a person's appearance, features or qualities.

Uses of will, would + infinitive

I. Explain what meaning lies behind the use of *will* in the following sentences:

1. It's no good paying her a visit at her office. She'*ll* be on her way home now.
2. Why *will* you ask such indiscrete questions?
3. *Will* you lay the table for our guests?
4. If you lay the table, I'*ll* wash up.
5. The door *will* never unlock if you push it so hard.
6. You'*ll* do as you are told.
7. The plane *will* take off at 16.30.
8. This *will* be the place we are looking for.
9. They *will* celebrate their fiftieth anniversary next July.
10. Don't worry! I'*ll* send you a postcard as soon as I reach Paris.

II. Explain the use of *would* in the following sentences.

1. She *wouldn't* be your friend, I suppose?
2. *Would* your name be Janet, by any chance?
3. I met a very clever young man at the institute today. Ah, yes! That *would* have been the new research scientist.
4. She *would* have been able to help him if he had explained his problem beforehand.
5. If grandpa had taken his medicine, he *would* have felt much better today.

Uses of can, could + infinitive

Can is used to indicate:

a. the possession of ability in general, or
b. the ability in particular circumstances to perform the activity indicated by the main verb.

1. She *can* play the piano wonderfully.
2. She *can / could* send him the letter now / later / tomorrow.

In conditional sentences, *could* very often expresses the 'unreal' present whereas *could + perfect infinitive* expresses unreal past:

1. If I knew how it happened, I *could* tell him what steps to take (but I don't know, so I can't tell him).
2. If I had known how it happened, I *could* have told him what steps to take (but I didn't know, so I couldn't tell him).

Can and *could* are also used to refer to a general characteristic or quality that may show itself from time to time:

1. A house in London *can* cost a lot of money.
2. She *could* be very aggressive when she was angry.

NB: Be able is not used as a substitute for *can* or *could* in such cases.

Exercises

I. Situation: You have an absent-minded friend who has just come back from a trip abroad. He had to face very odd and dangerous situations, but he got through them eventually, as he's also a lucky man. Here are some things he narrates, but you make out what could have happened.

e.g. Your friend: I left home later as I couldn't find my keys.
You think: He could have missed the plane, but fortunately the flight was delayed, too.

1. When I reached Paris I realized that I hadn't taken the reservation ticket for the hotel.
2. I left my wallet in a shop.
3. The day I had a very important meeting I took a sleeping pill instead of an aspirin.
4. I left my report in the hotel room.

II. Express "impossibility in the past" – which renders the idea of a feeling of mistrust – to the following situations / statements.

e.g. I haven't got the slightest idea about the government's decisions or pricing strategy.
Really? I can't believe it! There was a three-hour show last night! You couldn't have gone to bed so early!

1. My grandmother divorced last year.
2. Dona won a beauty contest when she was 18.
3. The board of directors meeting was postponed.
4. I saved five million lei in the last couple of months.

III. Use the following prepositions that identify people or things in the appropriate blanks below:

in	next	to
on	of	between
at	with	

1. The girl _____ the long hair is my sister.
2. The man _____ the blue suit is my teacher.
3. The student _____ curly hair failed the examination.
4. The teacher _____ the short sleeve shirt is new.
5. The fireman _____ the ladder is rescuing a child from the building.
6. We have reserved a table _____ the corner.
7. My friend is sitting _____ the window and the door.
8. Tell that child _____ the street to play somewhere else.
9. My secretary is the one _____ the typewriter.
10. The towel _____ the sink is for you.
11. The chair _____ the host is for the guest of honor.
12. The clock _____ the wall says it's time to go.
13. Three _____ the best students were absent today.
14. The windows _____ the north side of the house were broken in the storm.
15. The team _____ the blue uniform is the world champion.

16. The members _____ the club gave a contribution to charity.

IV. Translate the following text into Romanian and comment upon the relationship between the characters.

June's Treat

Dinner began in silence; the women facing one another, and the men.

In silence the soup was finished – excellent, if a little thick; and the fish was brought. In silence it was handed.

Bosinney ventured: "It's the first Spring day."

Irene echoed softly: "Yes – the first Spring day."

"Spring!" said June; "there isn't a breath of air!" No one replied.

The fish was taken away, a fine sole from Dover. And Bilson brought champagne, a bottle swathed around the neck with white.

Soames said: "You'll find it dry."

Cutlets were handed, each pink-filled about the legs. They were refused by June, and silence fell.

Soames said: "You'd better take a cutlet, June; there's nothing coming."

But June again refused, so they were borne away. And then Irene asked: "Phil, have you heard my blackbird?"

Bosinney answered: "Rather – he's got a hunting song. As I came round I heard him in the Square.

"He's such a darling!"

"Salad, sir?" Spring chicken was removed.

But Soames was speaking: "The asparagus is very poor. Bosinney, glass of sherry with your sweet? June, you're drinking nothing!"

June said: "You know I never do. Wine's such horrid stuff!"

An apple charlotte came upon a silver dish. And smilingly Irene said: "The azaleas are so wonderful this year!"

To this Bosinney murmured: "Wonderful! The scent is extraordinary!"

June said: "How can you like the scent? Sugar, please, Bilson."

Sugar was handed to her, and Soames remarked: "This charlotte's good!"

The charlotte was removed. Long silence followed. Irene, beckoning, said: “Take out the azalea, Bilson. Miss June can’t bear the scent.”

“No, let it stay,” said June.

Olives from France, with Russian caviar, were placed on little plates. And Soames remarked: “Why can’t we have the Spanish?” But no one answered.

The olives were removed. Lifting her tumbler June demanded: Give me some water, please.” Water was given to her. A silver tray was brought, with German plums. There was a lengthy pause. In perfect harmony all were eating them.

Bosinney counted up the stones: “This year – next year – some time.”

Irene finished softly: “Never. There was such a glorious sunset. The sky’s all ruby still – so beautiful!”

He answered: “Underneath the dark.”

Their eyes had met, and June cried scornfully: “A London sunset!”

Egyptian cigarettes were handed in a silver box. Soames, taking one, remarked: “What time’s your play beginning?”

No one replied, and Turkish coffee followed in emamelled cups.

Irene, smiling quietly, said: “If only...”

“Only what?” said June.

“If only it could always be the spring!”

Brandy was handed; it was pale and old.

Soames said: “Bosinney, better take some brandy.”

Bosinney took a glass; they all arose.

(John Galsworthy – *The Forsyte Saga*)

WRITTEN ASSIGNMENT

I. Make the portrait of a person you like best or you hate most. Give reasons for your option.

II. Some people trust their first impressions about a person's character because they believe these judgements are generally correct. Others do not judge a person's character quickly because they believe first impressions are often wrong. Compare these attitudes. Which attitude do you agree with?

III. What are some important qualities of a good supervisor (boss)? Use specific details and examples to explain why these qualities are important.

IV. Do you agree or disagree with the following statement? A sense of humour can sometimes be helpful in difficult situations. Support your answer using specific reasons and examples.

UNIT 2

Unskilled and Unaware of It

PRE-READING

Answer the following questions:

1. How do people usually appreciate their performance in different fields?
2. How do *you* appreciate yourself?
3. Can people be objective when appreciating themselves?
4. What makes someone objective?
5. What social and intellectual domains do you know?
6. What is the difference between competence and performance?

Incompetence Leads to Inflated Self-Assessment

People tend to hold overly favorable views of their abilities in many social and intellectual domains. This overestimation occurs, in part, because people who are unskilled in these domains suffer a dual burden: not only do these people reach erroneous conclusions and make unfortunate choices, but their incompetence robs them of the metacognitive ability to realize it. Across 4 studies, the authors found that participants scoring in the bottom quartile on tests of humor, grammar, and logic grossly overestimated their test performance and ability. Although their test scores put them in the 12th percentile, they estimated themselves to be in the 62nd. Several analyses linked this miscalibration to deficits in metacognitive skill, or the capacity to distinguish accuracy from error. Paradoxically, improving the skills of participants, and thus increasing their metacognitive competence, helped them recognize the limitations of their abilities. (…)

If one skims through the psychological literature, one will find some evidence that the incompetent are less able than their more skilled peers to gauge their own level of competence. For example, socially incompetent boys were largely unaware of their lack of social graces. Mediocre students are less accurate than other students at evaluating their course performance. Unskilled readers are less able to assess their text comprehension than are more skilled readers. Students doing poorly on tests less accurately predict which questions they will get right than do students doing well. Drivers involved in accidents or flunking a driving exam predict their performance on a reaction test less accurately than do more accomplished and experienced drivers.

Predictions.

Prediction 1. Incompetent individuals, compared with their more competent peers, will dramatically overestimate their ability and performance relative to objective criteria.

Prediction 2. Incompetent individuals will suffer from deficient metacognitive skills, in that they will be less able than their more competent peers to recognize competence when they see it – be it their own or anyone else's.

Prediction 3. Incompetent individuals will be less able than their more competent peers to gain insight into their true level of performance by means of social comparison information. In particular, because of their difficulty recognizing competence in others, incompetent individuals will be unable to use information about the choices and performances of others to form more accurate impressions of their own ability.

Prediction 4. The incompetent can gain insight about their shortcomings, but this comes (paradoxically) by making them more competent, thus providing them the metacognitive skills necessary to be able to realize that they have performed poorly.

(Justin Kruger and David Dunning – in: *Journal of Personality and Social Psychology,* December 1999 Vol. 77, No. 6)

COMPREHENSION

I. Skim the text and complete the sentence:

The authors found that _____ *their test performance and ability*.

II. Scan the text to find out the suitable information to complete the following sentences:

1. Mediocre students are _____.
2. Drivers involved in accidents _____.
3. Incompetent individuals will be less able _____.
4. Incompetent individuals will suffer from _____.
5. The incompetent can gain insight _____.

III. Determine the meaning of the words in italics and then select the best synonym using Roget's Thesaurus: *overly, metacognitive, incompetence, score, empirical, skill, deficiency, self-assessment.*

VOCABULARY

I. Use the following words in sentences of your own: *to rob, miscalibration, accuracy, grossly, flunk.*

II. Use the following phrasal verbs in contexts of your own: *give away* (reveal), *give in* (deliver; yield), *give off* (send out; emit), *give out* (announce; come to an end), *give up* (stop doing smth.), *give oneself up* (surrender).

III. Match column *A* with column *B* so as to get the correct idiom:

A	*B*
1. as fresh as	A. lead
2. as large as	B. mule
3. as steady as	C. life
4. as clear as	D. a rock
5. as stubborn as	E. a beetroot
6. as hard as	F. nails
7. as heavy as	G. a daisy

8. as sober as	H. a judge
9. as thick as	I. thieves
10. as red as	J. a bell

GRAMMAR

Present Perfect vs. Past Tense

I. Supply the Past Tense or the Present Perfect form of the verb:

1. He never (must) appear in court to answer for any of the crimes.
2. In the past ten years, the one-man-driven fashion house (give) way to multinational conglomerates and corporations.
3. When he (be) in government for a while, he will find that the balance of doubt invariably gets cast in his favour.
4. They recently (bring) a specialist to soothe their troubled eyebrows.
5. For years this (be) the place about which everyone cried wolf. Last week the wolf was really at the door.

II. Translate into English using Present Perfect constructions:

1. În toți acești ani am avut norocul de a îndruma în viață generații întregi de copii dotați.
2. Întotdeauna a avut de câștigat din afacerile prospere ale consorțiului înființat de tatăl său.
3. N-am intervenit niciodată în afacerile lui, chiar dacă de multe ori interesele mi-o cereau.
4. Natura a adaptat viața acestor animale la noile condiții de mediu determinate de poluare.
5. Timp de zece ani am studiat acest fenomen căruia omenirea nu i-a putut da niciodată o explicație viabilă.

Passive voice (I)

I. Active and passive structures

Compare:

- They **built** this house in 1923. (active)
  This house **was built** in 1923. (passive)
- Channel Islanders **speak** French and English. (active)
  French **is spoken** in France, Belgium, Switzerland, the Channel Islands…(passive)
- A friend of ours **is repairing** the roof. (active)
  The roof **is being repaired** by a friend of ours. (passive)
- This friendship **will change** your life. (active)
  Your life **will be changed** by this friendship. (passive)

The object of an active verb corresponds to the subject of a passive verb.

OBJECT
Active: They **built** this house in 1923.

Passive: This house **was built** in 1923.
SUBJECT

II. Verbs not used in the passive

Passive structures are impossible with intransitive verbs like die or arrive, which cannot have objects, because there is nothing to become the subject of a passive sentence. Some transitive verbs, too, are seldom used in the passive. Most of these are 'stative verbs' like: *fit*, *have, lack, resemble, suit.*

They **have** a nice house.
My shoes **don't fit** me.
She **resembles** a Greek goddess.
Your teacher **lacks** tact.

Some prepositional verbs are mainly used in the active.

Everybody **agreed** with me.
We **walked into** the room.

There are no clear rules about this, and students have to learn by experience which verbs cannot be used in the passive.

III. Exercise

Turn the following sentences from active into passive or vice versa.

1. They will have finished redecorating by the time we get back from Spain.
2. Which picture did he sell?
3. The company is going to increase our wages.
4. While she was moving the furniture she damaged the table.
5. He is known to have stolen the money.
6. Don't met them make fun of you.
7. Will he be made to obey the rules?
8. He ought to have revealed all the information he had been given.
9. I wasn't allowed to stay out late.
10. She hates being followed by fans everywhere.

WRITTEN ASSIGNMENT

I. Do you agree or disagree with the following statement? It is better to make the wrong decision than to make no decision at all. Use specific reasons and examples to support your position.

II. We all work or will work in our jobs with many different kinds of people. In your opinion, what are some important characteristics of a co-worker. Use reasons and specific examples to explain why these characteristics are important.

UNIT 3

School Identity

PRE-READING

I. What are the first words that come to your mind when you hear the word *expelled*? Choose the answers which would characterize you in the following situation:

If you were to be expelled, you would feel:

A. scared	B. amused	C. sad
D. happy	E. indifferent	F. desperate

You would worry about:

A.your future career	B.being rejected by other
C.your parents' reaction	D.your friends' reaction

Explain your choices. Which are the most unlikely reactions? Why?

II. Name five things that would determine you to expel a student, if you were the headmaster.

III. Do you think expulsion is an efficient measure? Is expulsion the last measure to take?

IV. What qualities do you expect to find in a teacher?

You are going to read a text about the expulsion of a teenager from school. The text is narrated by the character himself, now a grown-up, recalling his experiences.

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It wasn't easy to get expelled from the school I got expelled from. Boys had fistfights with masters and did not get expelled. Boys played hookey for weeks, terms, entire academic years and did not get expelled. Boys robbed banks in the lunch hour and did not get expelled. But I got expelled. It wasn't easy.

The school was a rugged grammar in Battersea, South London. My family was in disarray: I was the child of a breaking home, thirteen years old, and a sudden resident of Knightsbridge, just across the river. From the first day of term when I alighted from a taxi to join the boiling, grimacing mob at the school gates, my notoriety was ensured. (I had arranged for the taxi to stop round the corner; but it was the wrong corner, I was late and lost, and had to hail for another.). Although my hair and my accent were dutifully tousled, there was no disguising the furtive glow of my middle-class origins.

As a result, and understandably enough, I was beaten up on a pretty regular basis. My only two defences against the playground bruisers were the many stolen cigarettes I dispensed and my growing reputation as a palmist. I would tiptoe into the playground, half hat-check girl, half Madam Sosostris. When the first raised fist jerked towards me I would either thrust a few Marlboro into it or carefully unflex it into a palm. "Very long life-line," I would murmur. "Whew, that's some love-life you've got coming. Now, let's see… Although you're big and tough and good at beating people up, deep down you're really a gentle, thoughtful, artistic kind of guy." "That's true what he says," they would remark as I lit their cigarettes. "Deep down, that's really true."

If I'd known how to get out of this dump, then I would have lost no time in doing the necessary. But the place was really Broadmoor as it was. It seemed that you could burn the school to the ground or kill the headmaster without getting much more than a terrified caution. And although I was unaffectionately known as "the Demagogue" (owing to my ability to define this word in an English class), I was no firebrand or rabble-rouser. For two terms, along with everyone else, I just smoked cigarettes, cheated in exams, stole things, bunked off, stared out the masters, did no work at all, and generally kept my nose clean.

This was the third grammar school in my peripatetic school career. I had flirted far more successfully with expulsion at the other two, while always avoiding the final disgrace. On balance, I suppose

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the worst thing I ever did was to steal the diary of a fat, speechless classmate and fill it with a year's worth of bestial, obscene and quite imaginary antics. The only reprintable entries, I remember, were as follows: "June 8: Got my new supply of Durex from the chemist" and "June 9: Stole £5 from Mum." The father of this unhappy boy found the diary, brought it to school and confronted the headmaster with its contents. The headmaster, as he flexed his cane, told me that he would not permit "the sewer vocabulary" to gain currency at his school. I got six of the best, and they hurt a lot; but I was allowed to stick around.

So how did I contrive my expulsion from the Battersea rough-house? Through good behaviour or conspicuous achievement? In a loose sense, that is what happened. Quite fortuitously and out of the blue, I was offered a part in a film, which involved four months' work, two of them in the West Indies. There was some kind of semi-illegality involved in taking children abroad for work, and 20th Century Fox thought it prudent to wait until we were out of the country before notifying the school. Accordingly, my mother and I composed a letter and duly dispatched it from Runaway Bay.

The headmaster's reply never reached us. This was unfortunate. Four months later I returned to school, becomingly tanned, sporting a brand-new blazer, and readying myself for a fresh round of playground chastisements after my exotic long vac. The form master seemed surprised to see me. I was sent to the headmaster's study. He seemed surprised to see me, too. His letter to Runaway Bay had been a letter of expulsion. He summarised its drift, pointing out that in any case I had been an "unusually unpromising" pupil. The head was an intelligent, scathing character; he enjoyed this interview, and I now suspect that he too might have been doing his bit in the class war.

"Sacked", "sent down", "slung out" – these are public school phrases. There are no euphemisms for state-school expulsion: it is a disgrace, a disaster, the beginning of the end of everything. I walked towards the school gates, stunned, bitter, intensely embarrassed about my new blazer. I had been "expelled", and felt all the heaviness of this rejection. My playmates formed their usual gauntlet; I expected to be helped on my way with a taunt and a kick, but now the boys looked my way with respectful sympathy. Halfway across Chelsea Bridge I cheered up dramatically. I took off my cap and skimmed it into the Thames, comforting myself with the obvious thought that I had far less to fear than those who remained.

(Martin Amis – *Expelled*)

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COMPREHENSION

I. Does the text contradict your expectations in any way? Does the text correspond to any of your predictions?

II. Skim the text and complete the sentence:

The writer first tells about _____, then he _____ and he concludes by _____.

III. Scan the text to find out the suitable information to complete the following sentences:

1. The school is situated in _____.
2. The boy lives in _____. He is _____ old.
3. He comes from a _____-class family.
4. His two defences against the school bruisers are _____.
5. This is the _____ school he leaves.
6. He is offered a job by _____.
7. His job involved _____, which was somehow illegal. This is why they informed the school only _____.
8. When he returned from _____ he found out _____.
9. He felt _____ and _____.
10. He comforted himself with the thought that _____.

IV. Divide the text into thematic units, state the main idea of each unit and underline the key word/phrase/sentence.

VOCABULARY

I. Choose the best synonym for the words in italics:

1. Her *conspicuous* achievements are her best recommendation.

   a. well-known b. remarkable
   c. important d. social

2. The report was *scathing* about the lack of safety.

   a. scornful b. very critical

c. clear d. broadly

3. His *rugged* manners betrayed his low origins.

a. awful b. aggressive
c. indecent d. coarse

4. I was *stunned* by the news of his death.

a. grieved b. impressed
c. shocked d. stunted

5. As he seemed to be a coward, everybody *taunted* him.

a. laughed at b. ridiculed
c. accused d. pointed at

6. She cast a *furtive* glance at her partner.

a. brief b. sly
c. casual d. timid

7. Their sudden outburst was obviously genuine; it couldn't have been *contrived*.

a. deceiving b. false
c. planned d. dissolute

II. Use each in the series of synonyms to illustrate its tinge of meaning:

a. Refuse, reject, exclude, discard, dismiss, repel, rebuff
b. Glow, blaze, brilliance, brightness
c. Jerk, jiggle, jolt, lurch, start, twitch

III. Comment on the value of the words *rough* and *drift* in the following sentences:

1. A jeep is ideal for driving over rough terrain.
2. His children are very rough with their toys.
3. That area of the city is quite rough after dark.
4. I'll give you a rough estimate of the costs.
5. Have you seen the artwork roughs for the new book?
6. He was beaten up by a gang of young roughs.
7. Is the government's policy on the drift?
8. My German isn't very good, but I got the general drift of what he said.
9. The hunter waded through deep snow-drifts in pursuit of the bear.
10. The boat drifted down the river.
11. Some roads are closed owing to drifting.
12. The boys are drifted downstream to the mill.
13. The crowds drifted away from the stadium.
14. He doesn't want a career; he is just drifting.
15. They used to be friends, but now they have drifted apart.

GRAMMAR

Passive voice (II)

I. Verbs with two objects

Many verbs, such as *give*, *send, lend, show*, can be followed by two objects, an 'indirect object' and a 'direct object'. These usually refer to a person (indirect object) and a thing (direct object). Two structures are possible.

1. verb + indirect object + direct object

   She gave her sister the car.
   I had already shown the policeman her photo.

2. verb + direct object + preposition + indirect object

   She gave the car to her sister.
   I had already shown her photo to the policeman.

Both of these structures can be made passive.

1. indirect object becomes subject of passive verb

   Her sister **was given** the car.
   The policeman **had** already **been shown** her photo.

2. direct object becomes subject of passive verb

   The car **was given** to her sister.
   Her photo **had** already **been shown** to the policeman.

II. Verbs with accusative object + infinitive (see also p.115)

1. Passive structures with following infinitive

   Many verbs can be followed by object + infinitive.

   He **asked me to send** a stamped addressed envelope.
   They **believe him to be** dangerous.
   We **chose Emily to be** the Ball Queen.

In most cases, these structures can be made passive,the construction turning into nominative + infinitive.

I **was asked to send** a stamped addressed envelope.
He **is believed to be** dangerous.
Emily **was chosen to be** the Ball Queen.
They **were told not to be** late.
He **is known to be** an excellent researcher.
Her friend **is thought to be** violent.

Note that with *say* the infinitive structure is only possible in the passive.

His company **is said to be** in trouble.

2. Infinitives without *to* in accusative + infinitive patterns.

Hear, *see*, *make* and *help* can be followed, in active structures, by **object + infinitive without to**. In passive structures to-infinitives are used.

Compare:

– I **saw him come** out of the house.
  He **was seen to come** out of the house.
– They **made him tell** them everything.
  He **was made to tell** them everything.

***Preparatory* there**

With verbs like: *think*, *feel*, *report, presume, understand*, the passive structure is possible with *there* as a 'preparatory subject'.

There are thought to be more than 3,000 different languages in the world. (It is thought that **there are**…)
There was said to be disagreement between the Prime Minister and the Home Secretary.

3. Perfect, progressive and passive infinitives

A passive verb can be followed by a perfect, progressive or passive infinitive.

He is believed **to have crossed** the frontier last night.
I was told **to be waiting** outside the station at 5 o'clock.
The hostages are expected **to be released** today.

Exceptions: wanting and liking

Verbs that refer to wanting, liking and similar ideas cannot usually be used in passive structures with following infinitives.

Everybody **wanted Miriam to be** the manager.
(BUT NOT Miriam was wanted to be the manager.)

We **like our staff to say** what they think.

(BUT NOT Our staff are liked to say what they think.)

III. Exercises

a. Use the following verbs to complete the sentences. Pay attention to the use of the passive:

burn, arrest, deport to Australia, stone to death, electrocute, cane/beat, behead, tow away, cut off, hang, fine, guillotine

1. In Europe witches used to be _____ .
2. One punishment for an adulterer was to be _____ .
3. English school children were often _____ .
4. In the 19th century English criminals were often _____ .
5. In a few Muslim countries thieves have their hands _____ .
6. Enemies of the French revolution were _____ .
7. The only English king to be executed was _____ .
8. Until a few years ago murderers in England were _____ .
9. Murderers in the USA are still sometimes _____ .
10. If you are caught without a TV licence you may be _____ .
11. If you park in the wrong place your car may be _____ .
12. If the police think you have been drinking you will be _____ .

b. Put each verb in the brackets into the passive in an appropriate tense:

1. The boxes _____ (not pack) yet.
2. Your food _____ (still prepare).
3. The theatre _____ (inaugurate) next week.
4. The castle _____ (build) in the 13th century.
5. If you don't hurry, all the tickets _____ (sell) by the time we get there.

WRITTEN ASSIGNMENT

I. Write a paragraph using the following sentence as the first sentence:

The day of the examination had come, he not only knew it, but also felt it.

II. Write a paragraph using the following sentence as the last sentence:

Only then did he begin to wish that he had worked harder at school.

III. Subjects for letters (90 – 120 words):

a. Write to a principal of a school, asking for details of a course you would like to attend.
b. Write to the headmaster of your former school, asking him to write you a testimonial.

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UNIT 4

Travelling

PRE-READING

1. Do you like travelling?
2. Have you ever been abroad?
3. How do you prefer to travel: by car, by plane or by train?
4. What are the advantages and disadvantages of each of these means of transportation?
5. How do you plan your trip?

Read the following texts and put down the main ideas:

Strasbourg – A Tale of Two Rivers

A Parisian once wrote to a friend in Strasbourg that "one can only live in cities that live in harmony with the water that runs through them". This was perhaps a poetic way of stating that if Paris had one good reason to live there – the Seine – Strasbourg had two: the Rhine and the Ill.

Strasbourg is the *headquarters* of the Council of European Court of Human Rights and the European Parliament. This is quite an accomplishment for a European town that has been punished more than once for having provided safe harbour to Protestants and Jews. For centuries, Strasbourg has been a *crossroad* between Italy and Flanders, France and Central Europe. But the real heart of Strasbourg is far from the Rhine. It is instead a small ellipse enclosed by two branches of the Ill River. There is far more to this old part of Strasbourg, which can be reached only by bridge, than the pink *sandstone* cathedral built between the 11th and 17th centuries. One is

likely to hear French, German but more often than not, Alsatian in the streets.

Cut off from the world by the Ill's branches, one can *stroll* past sandstone buildings and charming half-timbered houses, two styles that manage to coexist harmoniously. In contrast to the majestic Palais des Rohans converted into a museum is the modest Place de la Grande Boucherie. Then there is the charming Petite-France neighbourhood at the end of the ellipse, with a few buildings in *vintage* 1960's style. This is Strasbourg: a city where contrasts are a true reflexion of local lifestyles. Just as it has always done, Strasbourg accepts and adopts newcomers as its own. This even extends to the city's public transportation system. In Strasbourg the futuristic tramway lines wind through the city without disturbing the centuries of history.

On the Trail of Sherlock Holmes

London is a city that symbolizes travel and escape. It *encompasses* the past, the future, elegance, impertinence and creativity. As other cities in the world, London is inextricably linked to a certain period of the past. As you *roam* the streets of London, you just may expect to run into the most famous *sleuth* in the world, with his deerstalker hat and Dunhill pipe.

London's past is an illustrious one, but its true personality was formed during the period between 1880–1910, at the end of the Victorian era and Edward VII's reign. At the time, London was the capital of a vast empire. The vast tentacular city – the biggest in the world with nearly 5 million inhabitants – *stoked* the dreams and inspirations of writers and painters everywhere. What made London so appealing was something less palpable: it was an atmosphere, a style. And this style still exists. *Steer* clear of the more commercial twentieth century neon-*studded* quarters, and you'll find a London that is timeless. The past is present in the streets of Mayfair or Belgravia lined with white columns, the clubs of Pall Mall, the pubs in the City at noon, and the brick *alignments* of Whitechapel that seem to leap from the pages of Dickens.

In addition, the Victorian era left us two longstanding myths: Jack the Ripper and Sherlock Holmes. The former was never identified and, although he was a bit too real for his victims, it was as if he had never existed. For the latter, the reverse is true: he sprang from the imagination of Arthur Conan Doyle, but he became almost

too real in the collective mind: to this day, many people believe he really did exist, and that perhaps the author was a figure of the imagination. Sherlock Holmes still receives mail from members of fan clubs, who think that he is alive.

When you reach Trafalgar Square, you enter Whitehall, the great ministries, Big Ben and the parliament building are all reminders of the British Empire's once-mighty power. High politics were never too far from Sherlock Holmes' adventures. On the right is the Foreign Office where the naval treaty was stolen; its *whereabouts* could have had serious diplomatic consequences. But Holmes was *on the look-out*, and he found the *purloined* document and its thief *in the nick of time*. On the left, just before reaching Big Ben, are the brick buildings of Scotland Yard, police headquarters for the agents whom Holmes humiliated time and time again at the turn of the century.

Before heading to Piccadilly Circus, you can stop off at two bookshops, **Murder One** and **Crime in Store**. Both are specialized in thrillers and each has an entire section devoted to Holmes. And after this imemorable stroll, don't miss dinner at the Café Royal, another Victorian Institution on Regent Street, where Holmes and Watson sometimes went to dine.

(*Air France Magazine,* 1997)

COMPREHENSION

I. Read the articles in groups, make a hierarchy of the main ideas. Each group should then choose one idea and expand upon it in front of the others.

II. Use the words in italics in sentences of your own to illustrate their meaning.

III. Determine the meaning of the words in italics from the context; then select the best synonym.

Strasbourg is the *headquarters* of the Council of Europe.

a. focus
b. focal point
c. centre
d. crossroads

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The vast tentacular city *stoked* the dreams and inspirations of writers and painters.

a. kindle
b. ignite
c. touch off
d. light

Sherlock Holmes found the purloined document and its thief *in the nick of time*.

a. in due time
b. at the eleventh hour
c. opportunely
d. all in good time

IV. Mark the following true or false according to the text. If the statement is false, go back to the text and find the word or words that make it false.

1. London's past is an unknown one.
2. The Victorian era left us two longstanding myths.
3. The Cathedral in Strasbourg was built in marble.
4. Palais des Rohans was converted into a pub.
5. The tramway lines in Strasbourg are very conservative.
6. The real heart of Strasbourg is enclosed by two branches of the Ill River.

V. The Morals of Advertising:

a. How would you define the following: destination promotion, tourism promotion, tourism ethics?
b. What do you expect to find in a promotional touristic material?
c. Is there an irreconciliable difference between the way a destination must be promoted to tourists and the way in which a destination may be perceived by its indigenous population?
d. Is it possible to avoid the selective, glamorous imaging of destination which may, almost inevitably, camouflage or misrepresent other aspects of a destination (social, problems, poverty, etc).
e. Can tourism promotion of destinations ever avoid stereotypical presentations?

VOCABULARY

I. Supply the meaning of the words below and make sentences with them: *ethics, intermittent, distorted, promotion, stereotypical, simplistic, reactionary*.

II. Write a promotion material for a region you consider most attractive.

III. Find the best synonym for the following words: *vintage, stroll, sleuth, alignment, charming, newcomer, reminder, thriller*.

IV. Read the sentences below and define the terms in italics:

Over the centuries, Mount Athos has been a field on which the great currents in Orthodox art have *merged*, *leaving behind* splendid works, wall paintings and portable icons.

As a continuation of the art of the Hellenistic period, the Macedonian School *attaches significance* to the elegance and grace of the figures.

The *standard* of post-Byzantine art on Mount Athos *declined* and was ultimately eclipsed by Renaissance art.

Recent decades have seen a *revival* of interest in religious painting.

GRAMMAR

Uses of the Gerund

I. The Gerund can function as a noun.

a. may stand alone as the subject of a verb:
   Reading is his favourite pastime.
b. may stand alone as the object of a verb:
   They have finished talking.
c. may function as the complement of *to be*:
   My worst vice is smoking.
d. can be used as the object of a preposition:

He insisted on coming.

e. may be qualified by adjectives:
   This book makes good light reading.
f. may be used with an article and can have plural form:
   The findings of the court have now been made public.
   I can't keep track of his comings and goings.

II. The Gerund can operate as verbs in non-finite noun clauses.

a. may be followed by a Direct Object or an Indirect Object:
   Closing the factory means putting people out of work.
   He hates speaking to strangers.
b. may be qualified by adverbs:
   A teacher of English must avoid speaking too quickly.
c. it has perfect and passive forms:
   The soldier was accused of having betrayed his country.
   No one likes being thought a fool.
   He resented having been criticised by the manager.

Account for the use of the Gerund in the following sentences:

1. She expressed her content with working for this project.
2. His parents will congratulate him on having passed all his exams.
3. She was tired of having heard the same story.
4. He didn't know how to apologize for having been so rude.
5. Alex expressed his fear of having missed the plane.
6. They felt optimistic about spending their holidays together.
7. We ended by making up after a terrible fight.
8. Rachel was happy for having spent a whole week at the seaside.
9. Helen was satisfied with having analysed the matter again.
10. Jack believed in telling the truth.

Future time

The following are means of expressing future time:

Will + infinitive	e.g.	I'll give you my phone number.
Simple Present Tense	e.g.	My plane leaves at 16:30 next Saturday.
Present Continous	e.g.	He's meeting Robbie after lunch.
Future Continous	e.g.	We'll be flying to London this time tomorrow.
Future Perfect	e.g.	He'll have completed his paper by the end of this month.
Going to + infinitive	e.g.	I'm going to talk to her soon.
Be + infinitive	e.g.	She is to deliver the next speech.

Now practise these tenses to express future time in sentences of your own

Exercises

I. Account for the use of the Gerund in the following sentences:

1. He didn't know how to apologise for having been so rude.
2. They doubt having won the first prize.
3. His parents will congratulate him on having passed all his exams.
4. He expressed his content with working for this company.
5. She was tired of having heard the same story
6. They felt optimistic about their spending their holidays together.
7. We ended by making up after a terrible fight.
8. Rachel was happy for having spent a whole week at the seaside.
9. Jack believed in telling the truth.
10. She expressed her fear for having missed the plane.

II. Answer the following questions using the Gerund:

1. Can he deny having stolen the car?
2. Is she upset with staying alone or with living on the second floor?
3. How did you manage to find her telephone number?
4. Does she think she is fortunate in having such a nice family?

III. Use the prompts below and make sentences using Gerund constructions:

1. he / ashamed of /behave /like that
2. there's no harm in / do your best / succeed in life
3. I / can see / no point of / upset / my daughter
4. she / can manage / without / use a new computer
5. some people / hate / travel by plane
6. deny / can / have stolen / he / the car
7. we / let the child / were afraid of / cross the street alone.
8. this / a reason / is / for / be rude
9. mother / can't help / us all / nag
10. does he think / fortunate / he / is / in / have / such a nice family

IV. Use the following prepositions followed by Gerund in the appropriate blanks below:

by	about	in
instead of	for	to
without	at	on
besides	of	

1. The team won _____ scoring more points.
2. _____ going to Japan, we decided to tour the United States.
3. They went to the movies _____ getting out permission.
4. _____ working a forty-hour week, he studies at the university in the evening.
5. I feel nervous _____ living away from home.
6. My mother is very good _____ baking bread.
7. They were excited _____ winning the lottery.
8. You are capable _____ doing your homework yourself.
9. As citizens we should be concerned _____ international peace.
10. We are interested _____ learning more about the customs of other countries.

11. Our English club has been thinking _____ putting on a play.
12. I can't get used _____ working every day.
13. My mother looks forward _____ our coming home for the holidays.

WRITTEN ASSIGNMENT

I. Write one descriptive or explanatory paragraph (75–100 words) using the following sentence as the first sentence of your paragraph and taking care to ensure that your use of tenses is consistent: *I had found life difficult during the first week of my stay in a foreign country*.

II. Write to a tourist agency, complaining about an unsatisfactory coach tour.

Let's learn from others' thoughts!

– Topics for conversation –

Travelling teaches you to be tolerant.

Life is like a journey taken on a train.
With a pair of travellers at each windowpane
I may sit beside you all the journey through,
Or I may sit elsewhere, never know you.
But if fate should make me sit at your side,
Let's be pleasant travellers, – it's so short a ride!

The measure of a life is not its duration, but its donation.

Talking with John Dewey, several months before his 90th birthday, a young doctor blurted out his low opinion of philosophy.
"What's the good of that clap-trap?" he asked. "Where does it get you?"

The great philosopher answered quietly, “The good of it is that you climb mountains.”
“Climb mountains!” retorted the youth, unimpressed. “And what’s the use of doing that?”
“You see other mountains to climb,” was the reply. “You come down, climb the next mountain and see still others to climb.” Then putting his hand gently on the young man’s knee, Dewey said, “When you no longer are interested in climbing mountains to see other mountains to climb, life is over.”

UNIT 5

Entertainment

PRE-READING

1. How do you spend your free time?
2. Are you a theatregoer?
3. Are there theatres in your town?
4. What plays do you enjoy most?
5. Which are your favourite actors / directors?

The Shakespeare Theatre

Under the direction of Michael Kahn, the Shakespeare Theatre has become perhaps the best classical theater in the country. When Kahn became artistic director in the mid-'80s, the Shakespeare Theatre was still located at the Folger Shakespeare Library, and performances were given in the museum's replica of the Globe Theatre, which was not originally built to be used for productions and had, therefore, certain limitations as a working stage (no dressing rooms, for example). But since 1992, the Shakespeare Theatre has had a new home in the Lansburgh building on Seventh Street NW, where its 449-seat theater runs a close second to the Kreeger (Arena Stage) as the finest theater space in the city.

Kahn is himself a masterful director of Shakespeare, and he has also brought in national and international directors, including the Royal Shakespeare Company's Bill Alexander and former Guthrie Theatre artistic director Garland Wright. The sets and costumes, many by Tony Award-winning designers, are routinely dazzling.

More than any other theater in the city, the Shakespeare Theatre brings in "stars," such as Stacy Keach in *Richard III* or Patrick Stewart in *Othello,* but it also boasts an impressive company of acting

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regulars. Productions aren't limited to Shakespeare: recently Kahn directed a memorable version of *Mourning Becomes Electra,* and spring 1998 brought a production of *Sweet Bird of Youth,* starring Elizabeth Ashley.

(Lloyd Rose – *Washington Post,* March 2001)

Samuel West To Star As Hamlet

Hamlet
By William Shakespeare
Royal Shakespeare Theatre

The first production to open the 2001 Summer Festival season in the Royal Shakespeare Theatre is one of Shakespeare's most enduring tragedies, Hamlet, which is directed by RSC Associate Director Steven Pimlott.

The title role of the Danish Prince is taken by Samuel West. This will be Samuel's second RSC season, after playing the title role in the hugely successful Richard II also directed by Steven Pimlott. Samuel will be in the unique position of still performing as Richard II in The Pit theatre in London during the previews of Hamlet in Stratford, thus appearing in two RSC seasons at once. His other credits include the films Howards End and Notting Hill and television series Longitude and Hornblower. He directed a production of Hamlet for the RSC Fringe Festival last season.

The stage and auditorium of the RST will be radically redesigned by the renowned theatre designer Alison Chitty, enhancing the communication between actor and audience by extending the acting area, and stripping back the production design to the bare minimum. The cast also includes: Wayne Cater (Rosencrantz), Alan David (Polonius/First Gravedigger), John Dougall (Horatio), Christopher Good (Ghost/Osric), Sean Hannaway (Guildenstern), Robert Jezek (Player King), Larry Lamb (Claudius), Michael Mears (Marcellus), Ben Meyjes (Laertes), Kerry Condon (Ophelia) and Marty Cruickshank (Gertrude).

The lighting for this production is by Peter Mumford with music composed by Jason Carr. Fights are arranged by Malcolm Ranson and sound is by Matt Mackenzie.

(*Royal Shakespeare Company* – Web site)

COMPREHENSION

1. Who is the director of the Shakespeare Theater in Washington?
2. Where is the Shakespeare Theater located?
3. How many seats does it have?
4. Which is the finest theatre space in Washington?
5. What important artistic directors were invited to stage some of Shakespeare's plays in America?
6. Where is the Royal Shakespeare Theatre situated?
7. What production will open the 2001 Summer Festival season?
8. What can you say about Samuel West's artistic activity?

VOCABULARY

I. These words belong to the field of the theatre: *drama, stage, boards, footlights, repertory, theatricals, casting, rehearse, director, stage management, stage directions, performance*.

Use them in sentences of your own.

II. Distinguish between the following groups of words:

1. libretto, scenario, script, text, playbook, prompt book;
2. theatre house, playhouse, opera house, music hall, cabaret;
3. pit, circle, galery, balcony, gods;
4. stage, boards, proscenium, wings, coulisses, flies.

III. Find synonyms for the following words from the texts: *replica*, *build, close, include, enduring, hugely, renowned*. Now practise their use in sentences of your own.

GRAMMAR

Present Simple in Demonstrations

The following is a recipe for making Grilled fish with miso. Imagine that you are giving a demonstration to a cookery class, and change the verbs in italics from the imperative into the present simple, using the subject I or we. The words in brackets do not appear in the original text, but are needed in the spoken demonstration. Begin your 'demonstration' as suggested at the end of the text.

Grilled fish with miso – serves 4.

1 mackerel
4 tablespoons miso
21/2 tablespoons sugar
2 tablespoons mirin
1/2 cucumber
1 tablespoon vinegar
4 radishes

Clean and *trim* mackerel and cut into about 8 slices. *Mix* the miso with 2 tablespoons water, *add* 2 tablespoons sugar and the mirin. *Stir* over gentle heat until it thickens to the original consistency of the miso. (Next) *Grill* the mackerel for a few minutes, *spread* with the miso paste and finish cooking. *Rub* the cucumber with salt, and *cut* into 1 1/2-inch pieces. (Then) Cut these in half lengthwise. Make cuts lengthwise at 1/2-inch intervals about 1 1/4 inches up each piece so that it will spread out like a fan.

(Now) *Mix* the vinegar with 1/2 tablespoon sugar and a pinch of salt and *soak* the pieces of cucumber in this for 1 minute. Cut the radishes into the shape of flowers and *leave* in cold water until they open out. *Drain* and *sprinkle* with salt. *Arrange* the mackerel and cucumber on a dish and *garnish* with the radishes.

(Now here is a recipe for grilled fish with miso for four persons. I need one mackerel,…)

Present Simple in Headlines

Complete the headlines with the present tense of the verbs in the list, putting the verb in its correct position. Do not add any other words.

continue	crash	demand
face	fear	find
forecast	hit	launch
retain		

1. MP Urgent Inquiry
2. Injuries English Team
3. Consumer Boom

4. Brittish Rail Lower Losses
5. Plane in Fog
6. America Space Shuttle
7. Boys Gold Coin Hoard
8. Six Drug Charges
9. Doctors Flu Epidemic
10. Champion Title

Explain in complete sentences what each of the headlines is about. Do not give any information not suggested by the headline.

Postmistress Foils Armed Attacker
Pound At Lowest Web
Building Societies Woo Investors
Budget Leak. Commons Row
Manchester Blackout In Power Cut
Recent Poll Gives Labours Lead

Prepositions Plus Gerunds

Use the following prepositions in the appropriate blanks below:

by	about	in
instead of	for	to
without	at	on
besides	of	

14. The team won _____ scoring more points.
15. _____ going to Japan, we decided to tour the United States.
16. They went to the movies _____ getting out permission.
17. _____ working a forty-hour week, he studies at the university in the evening.
18. I feel nervous _____ living away from home.
19. My mother is very good _____ baking bread.
20. They were excited _____ winning the lottery.
21. You are capable _____ doing your homework yourself.
22. As citizens we should be concerned _____ international peace.

23. We are interested _____ learning more about the customs of other countries.
24. Our English club has been thinking _____ putting on a play.
25. I can't get used _____ working every day.
26. My mother looks forward _____ our coming home for the holidays.
27. We have tried to get over our fear _____ flying.
28. He had counted _____ our finishing this before Friday.
29. _____ going dancing, we went to the movie.
30. I learned English _____ speaking with native English speakers.
31. _____ not smoking the athletes kept themselves ready for competition.
32. He complains a lot _____ making noise.
33. We were able to finish the project _____ working night and day.
34. We get tired _____ hearing the same old jokes.
35. The student became proficient in English _____ speaking every day.
36. The teacher suspects someone _____ taking her pen.
37. The police arrested someone _____ breaking into the house.
38. The dieter lost weight _____ not eating between meals.
39. The neighbours complain a lot _____ his loud stereo.

WRITTEN ASSIGNMENT

I. How do you prefer to spend your leisure time?

II. It is generally agreed that society benefits from the work of its members. Compare the contributions of artists to society with the contributions of scientists. Which type of contribution do you think is valued more by our society?

UNIT 6

Free Time

PRE-READING

1. Is the "seventh art" replacing the theatre or the pleasure of reading?
2. Can you mark a few turning points in the evolution of the cinematography?
3. What is your opinion about the film industry and the Oscar Awards?
4. Is Romania a film-producing country?

Year of the Tiger

From the beginning, the film seemed cursed. "We started shooting in the Gobi Desert," recalls director Ang Lee, dimpled but unsmiling. "That night the crew got lost in the desert until 7 a.m. We finally got going, and after the second shot, a sandstorm came in." Could things get worse? Ask producer Bill Kong. "The Gobi is the hottest, dryest place on earth," he says. "So each morning we lit incense for good luck. Well, we had dreadful luck--it rained sheets, nonstop, ruining our schedule. After a while one of the local people came around and said the gods must be smiling on us. We asked why. 'Because you burned the incense,' he said. 'We burn the incense when we want it to rain.'"

With good or bad luck, Crouching Tiger, Hidden Dragon would have provided a stern challenge. Consider these factors: a $15 million action movie that was also to be a poignant, tragic romance; a fight choreographer, Yuen Wo-ping, who had won international acclaim for his work on The Matrix and was bound to tangle with the soft-spoken, hard-to-budge Lee; a top-flight all-Asian cast featuring Chow Yun Fat

(Hong Kong), Michelle Yeoh (Malaysia), Zhang Ziyi (Beijing) and Chang Chen (Taiwan). Only one of the stars--Zhang, then a 19-year-old ingenue – spoke anything like the classical mainland Mandarin that Lee demanded.

At least these difficulties were built into the scenario. What no one expected was that Yeoh would injure her knee and need a month's rehab in the U.S., or that the whole ordeal would be so damned exhausting. "We shot around the clock with two teams," says Lee, 46. "I didn't take one break in eight months, not even for half a day. I was miserable – I just didn't have the extra energy to be happy. Near the end, I could hardly breathe. I thought I was about to have a stroke."

As the sage said, dying is easy, filmmaking is hard. But everyone was so serious on Crouching Tiger because Lee, who made his reputation with adult dramas of manners like The Wedding Banquet and Sense and Sensibility, had a child inside screaming to get out. He wanted to pay homage to his lifelong ardor for martial-arts novels and pictures. He had made beautiful films; now he would bend his considerable artistry to make, dammit, a movie. The sad story has a happy ending. All that agony has produced exactly what Lee hoped to create – a blending of Eastern physical dexterity and Western intensity of performance. High art meets high spirits on the trampoline of an elaborate plot. Crouching Tiger is contemplative, and it kicks ass. Or put it this way: it's a powerful film and a terrific movie.

Based on part of a Wang Du Lu novel from the 1930s, the script by James Schamus, Wang Huiling and Tsai Kuojung concerns the theft of a sword, the Green Destiny. This is the holy weapon of Li Mubai (Chow), a legendary warrior looking for peace in his later days. He entrusts the sword to Yu Shulien (Yeoh), a gifted martial artist with whom he shares an unspoken love. Then Jen (Zhang), daughter of a political bigwig, arrives, and everything tips off-balance. The wiser, more cautious adults sense Jen's avidity for rare and dangerous toys like the Green Destiny. They are also suspicious of her governess (Cheng Peipei), who bears a resemblance to the ruthless killer Jade Fox. Then one night the sword disappears. And everyone springs into frantic, purposeful motion.

In Crouching Tiger, that motion has its own poetry, for these semi-gods and demi-devils possess a buoyancy to match their gravity. The film's first action scene, with Shulien chasing the sword's thief (who, we soon learn, is Jen), sets the tone and the rules. The two fight hand-to-hand and foot-to-foot. Jen suddenly floats up, as if on the

helium of her young arrogance, and canters up and down the courtyard walls as if they were velvet carpets, with Shulien in urgent pursuit.

Everywhere in the world – in Asia, during the film's original commercial run, and at the Cannes, Toronto and New York City film festivals – audiences have had the same response to Crouching Tiger – rapture. They gasped with glee as Jen and Jade Fox soar into the night. They misted up at the friendship of Mubai and Shulien, two brave warriors who haven't quite the courage to say I love you. They happily took the film's 20-minute detour to the Gobi, where Jen meets her bandit beau Lo (Chang). At the end, they sobbed farewell to an old warrior who gives a lovely valediction.

The movie has its roots in Asian action movies of around 30 years ago. It quotes famous fight scenes from two films by the action master King Hu: Come Drink with Me, in which the young, fierce Cheng Peipei defeats an inn full of martial studs, and A Touch of Zen, with two knights doing battle in a grove of bamboo trees. Lee had the inspired – or crackpot – idea of staging the fight between Mubai and Jen on the trees' branches, 60 ft. in the air. "I'd fantasized about this since boyhood," Lee says, "but a lot of my ideas weren't feasible or didn't look good. Nobody, including Yuen, wanted to do the tree scene, for a simple reason: it's almost impossible. The first three days of shooting were a complete waste. There were 20 or 30 guys below the actors trying to make them float. It was just chaotic." Finally it worked – a scene so buoyant that the audience soars along with the stars.

Lee is a visionary and a perfectionist; he demands more than his colleagues can freely give. For the dapper, amiable Chow – Hong Kong cinema's top tough guy before he became Jodie Foster's regal pupil in Anna and the King – the experience was often "awful. The first day I had to do 28 takes just because of the language. That's never happened before in my life." Lee drove Yeoh, whose family's language is English, nearly to tears with his insistence on precise speech. But the beautiful action star thinks it was worth the trouble. "I've been waiting 15 years to work with this guy," she says. "He's gentle and very emotional. During a sad scene at the end of the film, he kept telling me to do different things, and when he'd come over I'd see he was red-eyed, teary. He gets so completely involved. And when he says, 'Good take' after a shot, he really means it."

For all its pan-Asian star power, Crouching Tiger depends on Jen – on Zhang, in only her second film. The actress says she labored

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under “a pressure not to disappoint the director. I felt I was a mouse and Ang Lee a lion.” When first seen, Jen seems lovely but unformed, a dreamy adventuress, a spoiled rich girl with a skill to match her will. Gradually, though, Jen (or, rather, Zhang) reveals a more toxic, intoxicating beauty. Will she become a fearless heroine or a ferocious killer? Zhang, surely, is guilty of one crime: she steals the film. “She allows the audience to pour themselves into her imagination,” Lee says. “It’s not really her in the movie, it’s you. That’s beyond acting. It’s cinematic charisma.”

Before shooting, Zhang and her young screen lover Chang worked with an acting coach. Chow and Yeoh crammed to speak Mandarin. And throughout, Lee was learning the limitations in the laws of stunt physics from the martial master Yuen. Movies are an education on the fly, with pop quizzes every moment. How apt, then, that the theme of Crouching Tiger should be teaching. In this war of the generations, the adults are as eager to instruct the young as the kids are to rebel against authority. In life as in martial arts, knowledge is power. And only the most powerful, like Chow’s Mubai, can share it. He hopes to share it with Jen. Teaching this bright, willful girl is as close as he will come to fatherhood – even if the job carries fatal risks.

A film director is the ultimate father figure, doling out responsibility, praise and censure. On Crouching Tiger, Lee, who secured his early fame with the so-called Father Knows Best trilogy (Pushing Hands, The Wedding Banquet, Eat Drink Man Woman), was a father-teacher to Zhang the budding actress, to Yeoh the tentative Mandarin student, to Chow the man on the flying bamboo. And behind Lee was another family figure – the young Ang, mesmerized by tales of great fighters and images of impossible physical grace.

However much the middle-aged Ang Lee suffered in making this exquisite film, he should take a little pleasure in knowing that he helped realize the young Ang Lee’s dream.

(Richard Corliss – *The Arts/Cinema,* December 4, 2000)

COMPREHENSION

1. How did the shooting of the film start?
2. What happened to the crew?
3. What did they do to bring good luck?
4. What were the difficulties of the scenario?
5. What was Lee's intention to create?

Retell the contents of the film story in your own words.

VOCABULARY

I. Use these words in sentences to illustrate their meanings:

1. movies, flickers, flicks, films;
2. cartoon, newsreel, documentary, short, double feature, trailer, preview;
3. film production, montage, continuity, cutting, scenario, takes.

II. Find synonyms and antonyms for the following words:

courage, famous, feasible, buoyant, tough, awful, crouching, *rebel, grace, pleasure*. Now practise their meanings in contexts of your own.

GRAMMAR

Present Progressive vs. Present Perfect

Remember: Present Progressive relates to an uncompleted action or series of actions in an extended period of present time whereas Present Perfect relates to an action or series of actions that have occurred at some time before the present and that are relavant to the current situation.

Rewrite the sentences using the correct form of the verb. The adverbs in italics should be put in their correct position.

1. He (write) a history of England in six volumes. Two volumes *already* (publish–passive).
2. The construction of the new motorway *now* (go ahead) quickly. Three large sections already (complete–passive).
3. The talks *rapidly* (approach) an end. Agreement *already* (reach–passive) on most points.
4. We *at present* (take) vigorous steps to modernize our factories. Much of our obsolete plant *already* (scrap–passive).
5. There is nothing new in what I (say). Indeed, it *often* (say–passive) before.
6. The Government *apparently* (win) the fight against inflation. A steady fall (record–passive) over the last six months.

Present Perfect in Future time clauses

Remember: In adverbial clauses of time referring to future one of the present tenses is used; the perfect forms indicate that an action or event occurs *before* the time indicated by the context.

They may also indicate that an action or event has produced a result or state of affairs that is relevant to the current situation, and there is often a causal connection between the time clause and the main clause.

Rewrite the sentences, using a future form in one clause, and the present perfect in the other.

1. I (let) you know as soon as I (finish).
2. You (get) used to our methods when you (work) here a bit longer. And once you (get) used to our methods, you (find) the job a lot easier.
3. We're going to Scotland next summer. It (be) the first time we (spend) a holiday there.
4. He (be) ready for some lunch by the time he (finish) digging the garden.
5. As soon as we (thrash out) this problem we (be able) to go ahead

WRITTEN ASSIGNMENT

I. Films can tell us a lot about the country in which they were made. What have you learned about a country from watching its movies? Use specific examples and details to support your response.

II. Some people prefer to spend their free time outdoors. Others prefer to spend their free time indoors. How would you prefer to be for you leisure activities? Use specific reasons and examples to support your choice.

III. How do movies or television influence people's behaviour? Use reasons and specific examples to explain your answer.

IV. Some people prefer to plan activities for their free time very carefully. Others choose not to make any plan at all. Compare the benefits of planning free time activities with the benefits of not making plans. Which do you prefer?

Let's learn from others' thoughts

– Topics for conversation –

Yesterday is a cancelled check. Tomorrow is a promissory note. Today is the only cash you have – spend it wisely.

There are only a handful of things that actually *have* to be done in this world, and there is time for all of them. The trouble is that most of us get to *doing* so many things that we have no time to *be*.

Time: You can't save it, you can't borrow it, you can't loan it, you can't leave it, and you can't take it. We can do only two things with it: (1) use it, and (2) lose it.

Take time to look – it is the price of success.
Take time to think – it is the source of power.
Take time to play – it is the secret of perennial youth.
Take time to be friendly – it is the way to happiness.
Take time to laugh – it is the music of the soul.

UNIT 7

The World Around Us

PRE-READING

1. Do you have / like pets?
2. Many people have a close relationship with their pets. These people treat their birds, cats and dogs or other animals as members of their families.
3. In your opinion, are such relationships good? Why or why not?
4. Do you consider that animals enjoy certain qualities people don't have?

Forget Yuppie Puppies and Get a Real Dog

Every so often, I see a tiny lady in my neighbourhood walking her two big dogs. Actually, she doesn't walk them. She just hangs onto their chains and they sort of drag her along. Her feet appear to barely touch the ground.

Then it occurred to me that they were identical, so it was unlikely that they were mixed breeds, unless they came from the same litter.

So one day, as one of the dogs paused at the curb to moisten a subcompact auto, I asked the woman what kind of beasts they were.

"Akita," she said.

Ah, an Akita. What the heck is that?

"Japanese."

So the clever devils make dogs, too, eh? Do they have microchips?

"Stick your head in their mouths and find out," she said a bit snippily as they all loped away.

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That was the first I had heard of the Japanese exporting their dogs to us, too.

But now I have learned that this particular breed has become the most "in" dog in Asmerica.At least among those who choose their dogs on the basis of status. Namely, the yuppies.

According to Success magazine, which knows about such things, the Akitas are so popular among yuppies that the dogs are often called "yuppie puppies." Ain't that cute?

Because I like to keep up with trends, I asked a local animal store owner about the Akita.

"Yeah, they're really popular now. I don't have any but you see ads for them in all the dog magazines. I think the cheapest you can get one for is about $500. They can sell for $2,000 or $3,000 or even more."

What makes them so valuable?

"Because people want them and they are dumb enough to pay the price. To me, they look something like an overweight German shepherd."

Can they do anything special?

"They bark. They growl. They're like any other dogs. If it's a decent pup to begin with, and you train it right, you'll have a good dog. If you don't train it right, you're going to have a $2,000 dog grabbing food off your plate, dumping on your rug and biting the mailman. Oh, and there's one other thing about them. The people who breed them say that at one time they were used to guard the Japanese Emperor."

I thought that the Japanese Emperor was guarded by samurai warriors – little bow-legged guys in diapers who grunt a lot.

"I don't know. Maybe they walked the dogs for the Emperor. But it's part of the mystique."

Well, I'm not impressed. For that kind of money, a dog ought to be able to do something besides guard one Japanese Emperor.

Take the St. Bernard, which you don't see too often. Many fastidious people don't like them because they are one of the breeds of dogs known as the Droolers.

But the St. Bernards have a great history. With that keg of brandy strapped under their chins, they used to go into the Alps and find travellers stranded in the snow. You're shivering in the cold and along comes a dog to offer you a pop of good hooch.

Now, that's a man's best pal.

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Guarding an emperor is mildly interesting, but no Japanese dog can compare to the noblest and most efficient of all guard dogs – the Chicago Tavern Dog. The true Chicago Tavern Dog has to know whom to bite and whom not to bite – which isn't easy on wild payday night, with people flying or falling every which way.

How would an emperor's $2,000 guard dog react if a dozen people were dancing a polka around him while somebody kicked the jukebox, somebody else threw a half-eaten sandwich at the TV, somebody was banging on the washroom door to wake up the occupant and a customer and the owner's wife were arm-wrestling for a round of drinks?

The mutt would probably have a nervous breakdown. Or, in the tradition of his homeland, throw himself on a corkscrew to end it all.

So when I see one of these $2,000 imports doing a job that many a $5 mongrel has done, I'll be impressed.

It might happen. With all the new yuppie fern bars, somebody will probably get a yuppie puppie and turn him into a tavern dog.

But I know what the result will be. Chicago thieves aren't dummies. They'll leave the ferns and steal the $2,000 dog. All they'll have to do is give him a bit of sushi.

(Mike Royko – *The Yomiuri Shimbun*)

COMPREHENSION

Answer the questions:

1. What was the tiny lady doing?
2. What breed were the dogs?
3. What does yuppie mean?
4. How much does an Akita cost in America?
5. Can they do anything special?
6. What can the St. Bernards do?
7. What does a Chicago Tavern Dog do?

VOCABULARY

Match the words on the left with the definitions on the right:

hang onto	attractive in an amusing or interesting way
drag	green plant with feathery shaped leaves and no flowers
snippily	to compete with one's neighbours socially, esp. by buying the same expensive new things that they buy
lope away	small barrel, esp. for beer
keep up with	pull (smth. heavy) along with great effort
cute	to take hold of with a sudden rough movement
stranded	strong alchoholic drink, esp. whisky (AmE)
grab	in a very unfavourable position or situation, esp. alone among dangers and unable to get away
grunt	to move easily and quite fast with springing steps
fastidious	short deep rough sound (like that) of a pig
keg	an animal, esp. a dog, whose parents were of mixed breeds
hooch	a dog of no particular breed (AmE)
mutt	extremely difficult to please or satisfy
mongrel	cut with scissors or shears, esp. in small quick strokes
fern	to try to keep

Use the above words in contexts of your own to illustrate their meaning.

Look up the words in the dictionary and then make up sentences of your own to illustrate their meaning:

dump	kick	jukebox
dummy	pop	mongrel
sushi	fern	mutt

GRAMMAR

IF-Clause

Type	*Main Clause*	*If-Clause*
I	*Future Tense*	*Present Tense*
II	*Present Conditional*	*Past Tense*
III	*Past Conditional*	*Past Perfect*

Imagine conditions for the following situations:

1. None of us will be on time if you _____ .
2. Their children will be delighted if we _____ .
3. They won't be able to leave by car, if the snow_____ .
4. Rachel won't use the credit card if she_____ .
5. Call me if you _____ .
6. Don't tell him if it _____ .
7. What will you do if _____ .
8. What will happen if _____ .
9. She won't sign your application form if _____ .
10. Her parents will be surprised if _____ .

Finish each of the sentences in such a way that it means exactly the same as the one printed before it.

1. It's my opinion that you should take more exercise.
   If I …
2. Without his wife's constant support he would never have achieved his ambition.
   If he…
3. But for his presence of mind there might have been a serious accident.
   If it …
4. Considering all the problems, it's a miracle we succeeded.
   If one …
5. Without proper lessons, you could pick up a lot of bad habits.
   If you …
6. It would be a waste of everyone's time to discuss the question any further.
   It … if we …
7. Given favourable weather, all the yachts should have reached the half-way stage by the weekend.

Provided that …

8. You won't get a loan without being able to offer some security.
   You … unless …
9. Follow the instructions carefully and you won't have any problems.
   As long as …
10. For us to have given up at that stage would have been an admission of total defeat.
    If we …

Complete the sentences, following any correct sequence of tenses.

1. If only _____, you wouldn't now be in such a difficult position.
2. If _____, tell him I'm out.
3. I can't understand why _____, unless he thinks we are all fools.
4. I can't possibly advise you properly unless _____.
5. Had it been anyone but you that spoke to me in such a way, _____.
6. If you really have been studying English for so long, it's about time you _____.
7. Should Mr. Smith ring up while I'm at lunch, _____.
8. So long as _____, swimming in this river is fairly safe.
9. If _____, I shall blame you for it.
10. If you knew the answer, why _____?

The Subjunctive

I. It is sometimes used in *that*-clauses in a formal style, especially in American English, after words which express the idea that something is important or desirable (e.g. *suggest*, *recommend, ask, insist, vital, essential, important, advice*). The same forms are used in both present and past sentences.

It is essential that every child **have** the same educational opportunities.
We felt it was important that he **go** to hospital and see his friend.

My teacher's advice is that we **buy** the new dictionary.
The dean recommended that we **return** the books before exams.

II. **be** has special subjunctive forms: *I be, you be* etc.

It is important that the boss be present when we sign the papers.
The Director asked that he be allowed to advertise for more staff.

In a formal style, after *if* and *wish*, *be* has the form *were* in the subjunctive.

If I **were** you I should stop smoking.
I wish he **were** here.

III. **fixed phrases**

Subjunctives are also used in fixed phrases:

God **save** the Queen! Long **live** the bride and groom!
God **bless** you. Heaven **forbid.**
He's a sort of adopted son, as it **were**. (= … in a way.)
Be that as it may … (= Whether that is true or not …)

IV. **other structures**

Most subjunctive structures are formal and unusual in British English. In *that*-clauses, British people usually prefer **should + infinitive**, or ordinary present and past tenses.

It is essential that every child **should have** the same educational opportunities. (or …that every child **has** …)
We felt it was important that he **should go** to hospital and see his friend. (or …that he **went**…)

Older English had more subjunctive forms, and used them in many kinds of 'unreal' sense to talk about possible, desirable or imaginary situations. Many of these forms have disappeared from

modern English, being replaced by uses of *should, would* and other modal verbs, by special uses of past tenses, and by ordinary verb forms.

Use the verbs in brackets in the subjunctive.

1. The Captain ordered that all the crew (be) _____ awake during the night.
2. She behaves as if she (be) _____ a queen.
3. Their mother wished her children (become) _____ teachers not engineers.
4. We insisted that she (be) _____ present at the meeting.
5. It is a surprise that the best student (not take) _____ a higher mark.
6. It is about time they (spend) _____ their holidays abroad.
7. His parents wish their son (marry) _____ a rich woman.
8. It was necessary she (be explained) _____ the real situation.
9. My mother prefers that father (shake) _____ the carpets.
10. It is high time they (start) _____ learning for the exams.

Finish the following sentences using the subjunctive.

1. It's a shame their son _____ .
2. My son wishes _____ .
3. It is vital you_____ .
4. Supposing they_____ .
5. Imagine she _____ .
6. Joan doubts her parents _____ .
7. It is natural that your relatives _____ .
8. It is advisable that young couples _____ .
9. The teacher requested that the students _____ .
10. It is a wonder that they _____ .

WRITTEN ASSIGNMENT

I. What is the most important animal in our country? Why is it important?

II. Offering as a gift an animal can contribute to a child's development. Use reasons to support your commentary.

UNIT 8

Health

PRE-READING

1. Do you take more energetic exercise for at least 20 minutes three times a week?
2. Do you usually take the lift rather than walk up two floors?
3. Have you walked at least one and a half kilometres at any time in the last week?
4. Do you usually fry rather than grill food?
5. Do you try not to eat too much sugary, salty or fatty food?
6. Do you eat a fresh fruit every day?
7. Do you usually wake up looking forward to the day?

Comment upon the following topics with your colleagues:

I. Some young people spend a great amount of their time practising sports. Discuss the advantages and disadvantages of this.

II. Some people enjoy change, and they look forward to new experiences. Others like their lives to stay the same, and they do not change their usual habits. Compare these two approaches in life.

III. Old age as a social problem.

Strength and Fitness

The fabled fountain of youth has become a reality. Centuries ago, Ponce de Leon went chasing after it and started a trend that exists to this day. The waters of the Bahamas and Florida that Leon believed

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could restore health and youth – although nice to swim in – didn't quite cut it. You can also forget about finding the answer on some remote mountain top.

You're really holding the discovery in the palms of your hands. The answer to that dream lies here. We made the discovery a half-century ago, but couldn't prove it until more recently. In just the past few years, researchers have learned a lot about the specific benefits of exercise for people aged 40 and beyond, that it can delay, lessen or completely prevent the aging mechanisms associated with growing older. It can turn back the clock, making you look and feel younger.

If you're up there in years, you know you've slowed down, have less energy, more aches and pains, more ailments to lug off to the doctor. The smart medics may diagnose you as suffering from sarcopenia – an age-related loss of muscle common in individuals past age 40 or 50.

We were designed by nature to use the muscle given us. Here's where the flippant "Use it or lose it" really rings true. If we don't get into harness and put those muscles to work, we rapidly grow feeble. We can't lift, climb, run, walk or even stand on one foot for more than a couple of seconds. Research shows that as you age, sarcopenia slows metabolism, resulting in that typical mid-life bloat; without intervention, it causes a loss of up to 7 pounds of muscle tissue per decade, not to mention bone loss. By ahe 70, sarcopenia can cause a loss of as much as 40% of your muscle and strength.

Muscle-building can help control, stop and reverse many age-related ailments: coronary artery disease, diabetes, high cholesterol, hypertension, arthritis, osteoporosis and depression. If that's old news, did you know that those weak, almost "dormant" muscle fibres can be reawakened through progressive-resistance exercise, providing an increase in total muscle volume and weight?

In terms of relative weight-training progress, what can be done at age 20 can still be done at age 40, 50, 80 or 90. Who knows how far the aging generation of original bodybuilders will take our lifestyle? I'm one of them myself, and I'm surrounded by others. Backed by so much scientific proof today, we stand to make some great chances in the way future generations live and extend their lives. Even the medical community, traditionally concerned with people's survival, has fallen in line. We've become the alternative, supplemental medicine of the future.

As we have already headed into the 21st century, the health and durability of our species depends on a simple psychological process we promulgated many decades ago – the development of muscle and strength or, as we call it in hard copy today, Muscle & Fitness. M&F.

(Joe Weider – *Strength and Fitness*)

COMPREHENSION

1. What did Ponce de Leon believe?
2. What discovery does the author mention?
3. What are the symptoms of old age?
4. What do researches show?
5. How does muscle-building help the individual keep young?
6. What does the health and durability of our species depend on?

VOCABULARY

The following are names of age-related ailments: *coronary artery disease, diabetes, high cholesterol, hypertension, arthritis*, *osteoporosis, sarcopenia, depression*. Find their significance in the dictionary and use them in contexts of your own.

Make up sentences of your own using the following words: *fabled, aches, pains, ailment, flippant, feeble, tissue*.

GRAMMAR

Modal verbs

Degrees of certainty

Modal verbs can express various degrees of certainty about a fact or an event.

a. complete certainty (positive or negative)

I **shall be** away tomorrow. It **won't rain** this evening.

I **shan't be** late tonight.

She **must be** tired.

There's the phone.That'**ll** be Joan.

That **can't be** Jack. He's in London.

They knelt in front of the child who **would** one day **rule** all England.

I told you you **wouldn't be** ready in time.

Things **will be** all right.

I knew it couldn't be Mary.

b. probability / possibility

She **should / ought to be** here soon.
It **shouldn't / oughtn't to be** difficult to get there.
He **may be buying** a new house.
The water **may not be** warm enough to swim.

c. weak probability

I **might see** you again - who knows?
Things **might not be** as bad as they seem.
We **could** all **be** happy one day.

d. theoretical or habitual possibility

How many people **can get** into a car?
England **can be** very warm in September.
Small children **may have** difficulty in understanding abstract ideas.

e. conditional certainty or possibility

If we had enough time, things **would be** easy.
I **wouldn't do** this if I didn't have to.
If John came we **could** all **go** home.
I **couldn't do** anything without your support.
If you stopped talking I **might get** some work done.
It **mightn't be** a bad thing if we took a short holiday.

Obligation and freedom to act

a. strong obligation

Students **must register** at the dean's office in the first week of term.
All sales staff **will arrive** for work by 8.40 a.m.
Need I get a visa for Hungary?

b. prohibition

Students **must not use** the staff car park.
Reference books **may not be taken** out of the library.
You **can't come** in here.

c. week obligation; recommendation

You **should** try to work harder.
She really **ought to** wash her hair.
That child **had better start** saying thank you for things.
You **might** see what Mary thinks.
What **shall** we **do**?

d. willingness, volunteering, resolving, insisting and offering

If you **will come** this way…
I should be grateful if you **would let** me know your decision soon.

I'll pay for the drinks.

I'll definitely **work** harder next time.

She **will keep** talking nonsense.

Shall I **give** you a lift?

e. permission

Can I **borrow** your pen?

May I **use** your phone?
Do you think I **might take** a break now?

f. absence of obligation

You **needn't** work this week.

g. ability

Robert **can speak** four languages.

Note that obligation, permission etc. are usually seen from the speaker's point of view in statements and the hearer's in questions.

Compare:

– You **must** go and see Ann. (**I** think it is necessary.)
Must you go and see Ann? (Do **you** think it is necessary?)
– You **can** borrow my bike. (**I** give permission.)
Can I borrow your bike? (Will **you** give permission?)

Other meanings

Besides the meanings discussed in Unit 1, *will* and *would* are used to talk about habitual behaviour.

Most evenings he'**ll** just **sit** in front of the fireplace and nod off.
When we were kids we **would cross** the Danube by boat every day.

Used to + infinitive is similar to a modal verb structure in some ways. It is used to talk about habitual behaviour and (unlike *would*) habitual states.

I **used to** play a lot of tennis when I was younger.
The grass **used to** look greener when we were younger.

Fill in the blanks with a suitable word practising modals:

1. He _____ quick or he'll miss the appointment.
2. You _____ you couldn't come; I waited for ages.

3. If it snows, we _____ skiing.
4. He _____ on time, but I doubt it.
5. This room _____; look at the state of the walls.
6. She _____; she looks exhausted this morning.
7. We _____ jogging in order to improve our stamina.
8. He _____ at the cinema that evening, although no one is quite sure.
9. Do we _____ or have you got enough to feed everyone?
10. They _____ here by now; I wonder what's happened.

Prepositions of Direction

Fill in the blanks with the suitable prepositions.

at	up	to
from	down	out (of)
into	in	through (to)

1. You are not allowed to bring pets _____ this building.
2. The train comes _____ New York and makes a stop _____ Baltimore before it arrives here _____ Washington.
3. You have to go _____ the hall and _____ the last door _____ the right to find his office.
4. We climbed _____ the top of the mountain and went _____ the other side.
5. _____ where I sit, I can see _____ your house.
6. Material that you can see _____ is called transparent.
7. When we came _____ the movie, it was raining.
8. I walked _____ the bus stop.
9. Put all of your things away; your books can go _____ this box.
10. I have to stop _____ the supermarket _____ my way home _____ work.
11. To use see water for irrigation, salt must be taken _____ it.

12. What time do you arrive _____ our destination?
13. What time do we get _____ Paris?
14. The front door is locked. Please enter _____ the side door.
15. We pass _____ the Rockies when we drive _____ California.
16. We are flying _____ some rough weather; please fasten your seatbelts.

WRITTEN ASSIGNMENT

I. In the twentieth century, food has become easier to prepare. Has this change improved the way people live? Use specific reasons and examples to support your commentary.

II. Some people say that physical exercise should be a required part of every school day. Other people believe that students should spend the whole school day on academic studies. Which opinion do you agree with?

III. In general, people are living longer now. Discuss the causes of this phenomenon. How will this change affect society? Use specific reasons and details to develop your essay.

UNIT 9

Language

PRE-READING

Answer the following questions:

1. Why is it important to study foreign languages?
2. What advantages are there in speaking foreign languages?
3. What's the use of translations?
4. What qualities should a good translator have?
5. Why is English considered an international language?
6. Do you think a unique universal language would be a good solution in communication?

Official English? Let's Be Done with the Poor Old Mother Tongue

Congress is thinking about making English the official language of the United States.

I would like to offer a modest proposal to resolve the issue. Don't make English official, or even a companion to another tongue: ban it instead.

Many words have poured forth on both sides. Proponents say English is the glue that keeps America together. They deplore the dollars wasted translating English into other languages. They fear a horde of illegal aliens communicating, commenting and conspiring in a Babel of languages that the rest of us can't understand.

On the other hand, opponents remind us that, without legislation, we have managed to get more than 97 percent of people living in the United States to speak the national language and that today's immigrants are picking up English faster than earlier generations did.

Instead of official English, this group favours a programme they call "English Plus", encouraging everyone – you, me, everyone – to speak both English and another language.

My proposal may sound too radical, but I am by no means the first to propose such a ban. In the heady days after the American Revolution, anti-British sentiment was so strong in the new United States that a few super-patriots, having got rid of the king, wanted to get rid of the King's English as well. They suggested replacing it with Hebrew, thought by many in the 18th century to be the world's first language, the one spoken in the Garden of Eden. French was also considered, because it was thought at the time, and especially by the French, to be the language of pure reason. And of course there was Greek, the language of Athens, the world's first democracy.

It's not clear how serious any of these proposals were, though Roger Sherman of Connecticut supposedly remarked that it would be better to keep English for ourselves and make the British speak Greek.

Even if the British are now our allies, there may be some benefit to banning English today. A common language can often contribute to strife and misunderstanding. Look at Ireland and Northern Ireland, The two Koreas or the Union and the Confederacy. Banning English would prevent that kind of divisiveness in our future.

Also, if we banned English, we wouldn't have to worry about whose English to make official: the English of England or that of America? Of Chicago or New York? Of Ross Perot or William F. Buckley?

Prohibition of English also would end a great national hypocrisy, since, gauging by the popularity of the visual over the written work, no one seems to read English much lately, few can spell it, and fewer still can parse it. Even English teachers like me have come to rely on computer spell-checkers.

Besides, why should we keep a language that has lost its purity, abandoned its own roots? The decline started in 1066 with that unfortunate incident at Hastings when invaders crossed the Channel and rained Norman arrows and French insults on the hopeless Anglo-Saxons. Since then English has become even more of a polyglot conglomeration – not just Celt, German and French but Latin, Italian, Scandinavian, Arabic, Sanskrit, Yiddish and even Chinese, with an occasional unintelligible grunt and smiley face thrown in.

More important, we should ban English because it has become an international language. Remember what happened to all the other

world languages: Latin, Greek, Indo-European and, but of course, French. One day they are on everybody's tongue; the next day they're dead. Banning English now would save us that inevitable disappointment.

We shouldn't take such a drastic step without first designating a replacement, though I see no obvious candidate. The French blew their chance when they sold Louisiana. The Russians aren't going to take over this country any time soon – they're having enough trouble taking over Russia. German, the largest minority language in early America, lost much of its respectability after two world wars. Chinese is too hard to write, especially if you are not Chinese. And anyone who took Spanish in high school knows you can't get large numbers of people to speak another language fluently. There's always Esperanto, a language made up 100 years ago that is supposed to bring about world unity. We're still waiting for that.

In the end, though, it doesn't matter what replacement language we pick, just so long as we ban English instead of making it official. Prohibiting English will do for the language what Prohibition did for liquor. Those who already use it will keep right on, and those who don't will be certain to try it out. This negative psychology works with children. It works with speed limits. It even worked in the Garden of Eden.

(Dennis Baron – *The Washington Post*)

COMPREHENSION

1. How would you characterize the style of the author?
2. Divide the text into paragraphs and state the main ideas.
3. What is your opinion about the 'proposal'?

VOCABULARY

There are some verbal phrases in the text. Determine their meaning from the context and make up sentences:

bring about	pour forth	keep on
get rid of	try out	wait for
pick up	take over	

Comment upon the following idioms: *to blow a chance, to rain arrows, to take steps*; give some other examples of English idioms.

GRAMMAR

Conditionals in Reported Speech

'If we *catch* the early train, *we'll get* there by lunch-time.'
I thought that if we *caught* the early train, *we'd get* there by lunch-time.

'If we *caught* the early train, *we'd get* there by lunch-time.'
I thought that if we *had caught* the early train, *we'd have got* there by lunch-time.

'If I *came* into a fortune, *I'd give up* working.'
He said that if he *came* into a fortune *he'd give up* working.

'If I *knew* how it worked, I *could tell* you what to do.
I said that if *I'd known* how it worked, I *could have told* you what to do.

Past Perfect in Reported Speech

'I've lost my pen.' (present perfect)
= He said he *had lost* his pen.
'I *lost* my pen yesterday.' (past simple)
=He said he *had lost* his pen the previous day.
'When I reached school, I found I *had lost* my pen.'
= He said that when he reached school, he found he *had lost* his pen.

Converting Reports into Direct Speech

Rewrite the passage in direct speech:

When the woman returned, Mr. Boggis introduced himself and straight away asked if she would like to sell her chairs.

Dear me, she said. But why on earth should she want to sell her chairs?

No reason at all, except that he might be willing to give her a pretty nice price.

And how much would he give?

They were definitely not for sale, but just out of curiosity, just for fun, you know, how much would he give?

Thirty-five pounds.

How much?

Thirty-five pounds.

Dear me, thirty-five pounds. Well, well, that was very interesting. She'd always thought they were valuable. They were very old. They were very comfortable, too. She couldn't possibly do without them, not possibly. No, they were not for sale but thank you very much all the same.

They weren't so very old, Mr. Boggis told her, and they wouldn't be at all easy to sell, but it just happened that he had a client who rather liked that sort of thing. Maybe he could go up another two pounds – call it thirty-seven. How about that?

(Roald Dahl – *Parson's Pleasure*)

Prepositions as Idioms

1. **inside out**
   She turned this place inside out looking for her keys**.**
2. **betwixt and between**
   He couldn't decide whether to read or study; he was betwixt and between.
3. **up and out**
   Why are you sleeping? You'll be late. Up and out of bed now.
4. **on and off**
   The light kept flashing on and off all night long**.**
5. **by and by**
   He'll come by and by; we don't have to watch for him.
6. **on and on**
   That record plays on and on. I wish they would change it.
7. **in and out**
   We won't stay long at the party; just a quick in and out.

8. **back and forth**
   You skate with a back and forth motion.
9. **to and fro**
   The dog ran to and fro across the lawn.
10. **for and against**
    Give me the arguments for and against this case.
11. **around about**
    He lives around about here somewhere; but I don't know exactly where.
12. **to and from**
    He spends a lot of time going to and from work.
13. **over and out**
    The air controller signaled the end of his conversation with "over and out".
14. **up and away**
    The plane is about to take off; there it goes, up and away**.**
15. **down and out**
    Nobody loves you when you're down and out.
16. **above and beyond**
    He won the award for bravery above and beyond the call of duty.
17. **up and at…**
    Let's get some work done around here. Off your chairs. Up and at 'em.

WRITTEN ASSIGNMENT

I. "Knowing a foreign language means to have another eye". Extend upon this statement.

II. You want to persuade someone to study your native language. What reasons would you give?

UNIT 10

Culture and Tradition

PRE-READING

Define the words *aborigine* and *indigenous*.

Do you happen to know the names of the aboriginal peoples in Australia, Canada, the USA and New Zealand?

Aboriginal Peoples and Their Heritage

When Europeans first came to North America, they learned a lot of things from Aboriginal peoples. And a lot of that knowledge is still being shared today.

First Nations and Inuit have lived in North America for thousands of years. Their ancestors had to be very resourceful to thrive in this territory with its varied landscape and its often harsh climate.

In the Arctic, where living conditions are severe and there are no trees, Inuit's ancestors used snow's insulating qualities to invent the igloo. They also perfected the kayak, a boat adapted to icy waters. For instance, if a kayak capsizes, the kayaker can quickly put the boat upright without getting out. Also, kayakers can easily thread their way through ice floes.

Eastern North America is covered with dense forests and a great many waterways. By inventing bark canoes, Aboriginal peoples of this region used these waterways to penetrate the forests!

Aboriginal peoples living in the Prairies were nomads who hunted buffalo, a migratory animal. They perfected a lightweight, solid dwelling that was easy to move from place to place: the teepee.

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This dwelling is made of poles arranged in a cone shape and covered with animal skins.

On the Pacific Coast, Aboriginal peoples built dams to catch fish. They lived in permanent villages and developed a tradition of sculpture.

Over the centuries, Aboriginal peoples have acquired knowledge, invented technology and developed a way of life adapted to their specific environment. They have depended on nature for their survival and have had a special relationship with it. For them, the Earth is sacred, something to be respected. In fact, they consider themselves a part of the Earth.

Aboriginal peoples transmitted a great deal of very useful knowledge to the first Europeans who arrived in North America (sometime around 1500).

For example, Aboriginal peoples introduced Europeans to new plants. Some were used for food and others for medicine. Today, many of the items we find in our medicine cabinets come from traditional Aboriginal healing methods and remedies.

It would have taken Europeans much longer to establish themselves in North America without the contribution of Aboriginal peoples. And today, life would be very different!

(*Indian and Northern Affairs Canada,* 2001)

COMPREHENSION

What did the aboriginal peoples of North America invent to survive?

What did the Europeans learn from the aboriginal peoples?

VOCABULARY

I. The following words are still used today: *igloo, kayak, canoe*, *teepee*; explain their meanings to your colleagues and then use them in sentences of your own.

II. Translate the following text into Romanian, paying attention to the new words related to ancient traditions:

All the northern tribes believed in guardian spirits that would protect them in hard times. The Sekani believed, for example, that the

guardian spirit a young man obtained in his vision quest would help him only in times of dire need. If he were lucky, later in life he might obtain further guardian spirits on whom he could count at all times. Such fortunate individuals usually became shamans in the community.

Shamans often exercised great power in northern bands. All shamans were able to summon helpful animal spirits to guide them in their efforts to heal the sick. Among the Slave, shamans attempted to extract the disease-causing object by means of massage or suction. Shamans also predicted the weather and knew where game could be found. Hunters who had poor luck often requested the services of a shaman to help bring about a change of fortune.

The Kutchin used animal scapulas (shoulder blades) to determine whether or not a hunt would be successful. The ashes of a burnt arrow would be placed on a moose scapula and set on fire. The shaman, very often an elderly woman, covered herself and the burning charcoal with a blanket. If she smelled burning meat, the hunt would be successful. The pattern made by the fire on the bone indicated the route to be taken by the hunters.

Like the Woodland First Nations, all northern tribes followed prescribed ritual procedures in hunting and butchering game and disposing of the bones. Bears, in particular, were treated with great respect. Among the more westerly Athapaskan tribes, the lynx, wolf and wolverine were considered special ceremonial animals.

Tribes practised some group ceremonials, particularly after the killing of certain animals such as the bear and the otter. Winter solstice festivals featured feasting, singing, dancing, drumming, racing competitions and games of strength, like wrestling. The Hare regularly held two ceremonials: a lunar feast on the occasion of each new moon and a memorial feast for the dead a year after burial. All Yukon tribes had a special memorial feast for the dead, usually held on the first anniversary of the person's death.

Both the Slave and the Chipewyan believed that after death the soul made a long journey across a lake in a stone canoe. If the deceased had led a good life, the canoe travelled safely to an enchanted island, rich in game and firewood. But if the deceased had led an evil life, the canoe would sink and the soul would be doomed to spend eternity in cold water.

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GRAMMAR

-ing forms

-ing as participle:

1. Accusative + -ing

   You see me writing
   His eyes caught the sunset blazing.

2. Nominative + -ing

   They were seen talking together.
   He was caught stealing someone's wallet.

3. Nominative absolute + -ing

   The value of X being known, the value of Y can be found.
   Supper being ended, they left.
   The meeting being over, we did not find her.

-ing as gerund:

1. Genitive + -ing

   He was vexed by Miriam's not expressing any curiosity.

2. Accusative + -ing

   I could imagine the sound travelling across the fields.

Prepositions of Time

Use the following prepositions in the blanks below**:**

on for until to

at	by	during	since
in	from	within	

1. We will come _____ six o'clock _____ Sunday.
2. We will be going _____ Thailand _____ the fifth _____ September.
3. I do my best work _____ morning.
4. _____ 1989, we moved _____ the city, but we kept our home _____ the country.
5. The rains come _____ March and last _____ the summer.
6. I will be home _____ five o'clock _____ seven o'clock so call me _____ that time.
7. I first went _____ Scotland _____ 1996.
8. They haven't been here _____ a long time.
9. They have been waiting _____ a call _____ their son _____ yesterday.
10. It is warming up; _____ noon we should be able to go swimming.
11. Come _____ here _____ three this afternoon and we will go together.
12. I haven't been home _____ yesterday morning.
13. Insomniacs have a lot _____ problems falling to sleep _____ night.
14. I first saw New York _____ the age _____ twelve.
15. _____ the President's visit all the roads were closed, so _____ the time we got there, they had finished dinner.

WRITTEN ASSIGNMENT

When people move to another country, some of them decide to follow the customs of the new country. Others prefer to keep their own customs. Compare the two choices. Which one do you prefer?

Let's learn from others' thoughts!

– Topics for conversation –

Today's schools are now called upon to teach six R'sinstead of the traditional three. The new R's are: Responsibilities, Rights, and Relationships.

Military speaking, today's three R's are rockets, radar and radioactive materials.

To make any educational programme function, there must be a full and well-prepared guidance organization. Such an organization can be justified many times over in cutting short that frustrating period of indecision in the lives of individuals who do not know what they want to do or of those who are in a training programme for which they are unfitted.

Children are naturally creative just as they are naturally honest. If we can start early enough, our problem is not how to make them creative but how to keep them from being noncreative. … We can fan the flames of creativity instead of throwing water on them. And if we are really good, we can throw gasoline instead.

If you acquire enough good habits, the old ones will vanish, just as good grass crowds out the weeds.

UNIT 11

Legends

PRE-READING

Many people believe in the existence of strange and exciting things that may or may not exist. Choose one of the options for each question and then compare your answers with a colleague:

1. Ghosts are:

   a. the spirits of dead people
   b. creatures from another universe
   c. people dressed in white sheets
   d. (your own idea)

2. Unidentified Flying Objects (UFOs) are:

   a. friendly aliens from another planet
   b. dangerous aliens from another planet
   c. weather balloons or meteors
   d. (your own idea)

3. Dragons are:

   a. giant fire-breathing lizards
   b. intelligent fire-breathing flying creatures
   c. old drawings based on dinosaur bones
   d. (your own idea)

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4. The Loch Ness Monster is:

a. a giant water creature living in a lake in Scotland

b. a dinosaur still alive in a lake in Scotland

c. an excellent idea encouraged by the Loch Ness Marketing Board

d. (your own idea)

5. Aliens from space are:

a. peaceful short creatures with big heads who want to hurt us

b. dangerous short creatures with long fingers who want to hurt us

c. good stories to tell when you've arrived home 4 hours' late

d. (your own idea)

6. A yeti is:

a. a tall hairy creature that lives in the Himalayas

b. a large alien from Space that lives in the Himalayas

c. a sasquatch on a Himalayan holiday

d. (your own idea)

7. A sasquatch is:

a. a tall hairy creature that lives in Canada

b. a large alien from Space that lives in Canada

c. a yeti on holiday in Canada

d. (your own idea)

What makes people believe in things that are not proved to exist?

Alien Issue Splits Sasquatch Believers

VANCOUVER Monday September 27 (Reuters) – For sasquatch fans gathered in Vancouver this weekend, the debate is not over the reality of the large, apelike animal but over its relationship to UFOs.

"It's a huge divide," Stephen Harvey, organizer of the International Sasquatch Symposium, said in describing the dispute between the cryptozoology and paranormal wings of sasquatch studies.

Sasquatch – aka Bigfoot – is an ordinary flesh-and-blood creature that just happens to have avoided capture, according to the cryptozoologists, or students of hidden animals.

But to believers in the paranormal, or psychic phenomena, sasquatch is also an 'interdimensional' being with strange powers and ties to extraterrestrials aboard UFOs.

Both camps tend to think there must be more than one specimen around. And neither seems worried that no live or dead sasquatch has ever been produced for study or that mainstream science considers the idea of such an animal lurking in the forests of North America complete nonsense.

"How can you expect a creature that can't build a fire to fly a spaceship?" grumbled Bill Miller of Illinois, one of about 150 people who came in Vancouver to trade the latest reports of sightings and accounts of their personal experiences.

Miller's own brush with sasquatch took place in northern Minnesota in 1980. "Who'd have thought it would happen outside of the Pacific Northwest? But it turns out there are a lot of sightings in northern Minnesota," he said.

(Allan Dowd – *Reuters Ltd.,* 1999)

COMPREHENSION

1. What does the article present?
2. What is a sasquatch supposed to be?
3. What do the people believe?

4. What do the scientists say?

VOCABULARY

Translate the text and use the words in italics in sentences of your own.

The concept of the *Dreamtime* was first understood by Spencer and Gillen c1920's when they recorded information about the beliefs and practices of the Arunta tribe of Central Australia. Their *investigations* led them to identifying the word Alchera which *identified* a belief about a creative period. Spencer and Gillen interpreted this as the Dreamtime. As these scientists continued to learn about Alchera they came to understand that the word Tjurjunga was closely associated with it and denoted a category of *belief* and action. Other tribes had their own *particular* words for these concepts.

Traditional (pre-colonial) Aboriginal people believed that long, long ago, *spiritual* beings made journeys across what was once a voidless waste creating the land, *waterways* and other geographical features; the sky above, the sun, moon and stars. Here it is important to point out that c1788 there were between 500 and 700 tribes living in the continent of Australia. Each tribe had a number of Dreamtime creation stories although in some areas, two or more tribes had stories that named the same creator such as Biami, who was associated with the southeast coast of New South Wales as an *all-father figure*. A creator common to all tribes was the *Rainbow* Serpent who was associated with water and new life. But what we are *pointing out,* is that there were desert, mountain range, plains and seacoast Dreamtimes.

GRAMMAR

Noun Modifiers

It is common in English to use nouns in a similar way to adjectives, to modify other nouns. Noun modifiers are especially common in attributive position (before other nouns).

We need some new **garden** chairs.
That **shoe** shop's closed down.
He's a **Cheshire** man.

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Some nouns can also be used as modifiers in predicative position (after *be* and sometimes after other copular verbs). This happens especially with nouns which refer to material or origin.

It's not **leather**, you know; it's **plastic**.
He doesn't sound **Cheshire**; I think he's **Liverpool**.

Noun modifiers can be modified themselves.

That **sports shoe** shop's closed down.
It's not **real leather**, you know.
My family were all **working class**.

Prepositions plus Nominal Clauses

Fill in the blanks with the appropriate prepositions:

1. They are interested _____ how well we do.
2. Make a note _____ what you might forget.
3. Pay attention _____ how this is done.
4. We were concerned _____ how well we would do in the exam.
5. Are you aware _____ how this might affect your work?

WRITTEN ASSIGNMENT

Many parts of the world are losing important natural resources such as forests, animals or clean water. Choose one resource that is disappearing and explain why it needs to be saved. Use specific examples to support your commentary.

Let's learn from others' thoughts!

– Topics for conversation –

Imagination was given to man to compensate him for what he is not, and a sense of humour was provided to console him for what he is.

The man who cannot wonder is but a pair of spectacles behind which there is no eye.

The stinger of a bee is about one-thirty-second of an inch long. The other foot-and-a-half is imagination.

The doorstep to the temple of wisdom is the knowledge of our own ignorance.

It is never wise to argue with a fool; onlookers never can discern which is which.

The proverbs tell us that the house of wisdom has seven pillars. In all humility I would like to offer these Biblical pillars: knowledge, integrity, and judgement; imagination and courage; tolerance and faith.

UNIT 12

Multiculturalism

PRE-READING

1. Multiculturalism represents a controversial issue in many societies nowadays. What do you know about multiculturalism?
2. Does multiculturalism also represent a controversial issue in your own country? Which are the ethnic groups involved?
3. Has multiculturalism given rise to any serious conflict in your own country? Has it been solved? How?
4. How are ethnic minorities viewed in your country? Does mainstream culture impose anything on these ethnic minorities or is it tolerant towards them?
5. Do you know any other countries where multiculturalism may have given rise to very serious, armed conflicts? Do you know any details (i.e. How did the conflict burst out?)

Look over the text. Analyze the title and the lead (that piece of information made prominent in the article) and try to predict what the article is about. Now read the text and check your predictions.

It's The Multiculture, Stupid

As an idea, it cannot work and those who, like the Prime Minister, think that it can, are often misled not only by good intentions, but also by ignorance

This country is in a state of tremendous confusion about the idea of multiculturalism. Even the Prime Minister, now spiritual leader to so many, seems to be in a terrible muddle. He says that he is all for

celebrating multiculturalism, and he thinks it's really great. The only problem is that he doesn't mean it. He may think he does. But he cannot, or he would not have spoken as he did about the notorious remarks of Glenn Hoddle.

The Prime Minister's unsophisticated behaviour during the Hoddle affair showed that multiculturalism cannot work, and that those who think it can are often misled, not only by good intentions, but also by ignorance. It was ignorance on Tony Blair's part to assume that, just because he found a certain religious view deeply offensive – the broadly Hindu view that the disabled are reaping what they sowed in a previous incarnation – everyone else would feel the same. Had he known that many respectable British voters adhere to such a belief, he might have kept his mouth shut. The fact that he didn't is proof that our multicultural Prime Minister, and his advisers, are ignorant about what multiculturalism actually involves.

I don't think this ignorance is particularly surprising. Even quite well educated people in this country are remarkably ignorant of other religions and cultures. That became clear at the time of the fatwa against Salman Rushdie: most people had not the slightest idea about Islamic thinking. Yet somehow this ignorance did not then, and does not now, stop people insisting that multiculturalism is the only way forward for Britain. I can suppose only that a great many Westerners are so unthinkingly ethnocentric that they assume that all other peoples subscribe, deep down, to the same values as their own.

One would have to make this assumption to celebrate multiculturalism as an active good. But it is wrong. Mr. Hoddle's views are truly offensive to Mr. Blair, as they are to me and to millions of other people. One might believe passionately in the freedom to express such views – I do. But how is it possible to celebrate such views as equal, when they offend against one's own most strongly held and against beliefs that are central to one's own culture? Minorities ask themselves the same question about mainstream British culture, as the Rushdie affair indicated.

Yet only last week, a paper was published by the Institute for Public Policy Research calling for a multicultural rebranding of Britain. The author, Yasmin Alibhai-Brown, argues in True Colours that Britain is at a historic crossroads and that multiculturalism ought to be made a positive part of the country's identity. "There is now a real opportunity to redefine ourselves," she writes. With all due respect to Ms. Alibhai-Brown, I believe this is a serious mistake.

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A major problem in discussing this is that multiculturalism has become a weasel word. To say you are against multiculturalism is now tantamount to confessing to racism. To suggest that the host culture should take a tolerant precedence is now unacceptable. Even to suggest that Britain is not yet, in fact, a multicultural society, since only about six per cent of us belong to ethnic minorities, is to sound like a racist. Actually, one can condemn racism, as I do, without subscribing to multiculturalism – I believe that this is the position that most civilized people of all races hold.

One can accept, as I do, that there are all kinds of different people in this country and that diversity is both invigorating and fun; all our lives are the richer for it. One can believe strongly in equal rights, free speech and religious tolerance on all sides, as I do. In fact, this tolerance has its limits in mainstream culture here; for instance, female circumcision is still illegal in Britain – it is not just another "lifestyle choice".

True belief cannot be indiscriminating. To give equal value to someone else's opposing belief is to devalue one's own, and vice versa, as in the case of poor Mr. Hoddle. What is the point of holding dear a belief, if one has learnt to believe that someone else's is just as good? It leads, in the end, to a strange sense of apology about oneself; when combined, as in our case, with guilt about the Empire, it seems to be leading to a loss of cultural nerve. It has already led to a loss of a sense of national identity. Ms. Alibhai-Brown talks of creating a new multicultural identity. But identity has to do with a sense of sameness. That is what the word means. A loose political identity can perhaps be built on having the same nationality and the same rights. But a real cultural identity means a cultural sameness, a cultural coherence. Diversity is at odds with identity, by definition.

Ms. Alibhai-Brown calls on the Government to lead public opinion and create a new multicultural consciousness. In so far as she is concerned to fight racial prejudice, one can sympathise with her motives. Otherwise, I find her proposals alarming, and bound to add to the terrible division and confusion that already reign, particularly if they are to be carried out by a Prime Minister as deeply confused and ignorant about multiculturalism as Mr. Blair has so comically shown himself to be.

(Minette Marrin)

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COMPREHENSION

Scan the text and match column A with the information in column B:

A	B
1. The Prime Minister's unsophisticated behavior showed that	a. multiculturalism ought to be made a positive part of the country's identity.
2. A major problem in discussing this is	b. now tantamount to confessing to racism.
3. Yasmin Alibhai-Brown argues in True Colours that	c. multiculturalism cannot work.
4. To say you are against multiculturalism	d. is that multiculturalism has become a weasel word.

True or false?

1. Tony Blair is ignorant about what multiculturalism actually involves.
2. Even quite well educated people in this country are fully aware of other religions and cultures.
3. To say you are in favour of multiculturalism is now tantamount to confessing to racism.
4. Female circumcision is legal in Britain.
5. To give equal value to someone else's opposing belief is to devalue one's own.
6. Identity has to do with a sense of diversity.

VOCABULARY

I. Explain in your own words the following concepts:

Multiculturalism
Ethnocentric
Mainstream (British) culture
Racism

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Religious tolerance
Host culture

II. Scan trough the text to find the following idioms and expressions. Given the context in the article, explain their meaning in your own words. Can you translate them into Romanian?

Reaping what you sowed
To be at a crossroads
Weasel word
To be at odds with

GRAMMAR

Noun complementation

Many nouns, especially abstract nouns, can be followed by 'complements' – other words and expressions that 'complete' their meaning. These complements can be prepositional phrases, infinitive expressions or clauses (with or without prepositions).

Alan's **criticism of the plan** made him very unpopular.
I hate the **thought of leaving** you.
Does she understand the **need to keep** everything secret?
I admire your **belief that you are always right**.
There's still the **question of whether we're going to pay her**.

Many nouns can be followed by more than one kind of complement.

They didn't give any **reason for the changes**.
You have no **reason to get** angry.
The main **reason why I don't believe her** is this.

Not all nouns can be followed by all kinds of complement.

– the idea **of marriage**
  the idea **that I might get married**

BUT NOT the idea to get married

– freedom **to choose**
  freedom **of choice**

BUT NOT freedom of choosing

Note that a related noun and verb may have different kinds of complement.

I have no **intention of resigning**.
I do not **intend to resign**.

BE – predication

BE is a multi-functional word. It can function as a lexical/main verb, as a copula or as a functional verb.

As a main verb or full lexical verb BE is meaningful denoting existence (existential BE). It occurs in:

1. "there" existential sentences.
   e.g. There is a cat on the mat.

2. locative existential sentences.
   e.g. He is from England.

As a copula, it can function as an:

1. attributive predication, assigning a property to the referent of the subject
   e.g. He is a young man.

2. equative predication, identifying the referent of the subject.
   e.g. Tony Blair is the Prime-Minister.

As a functional verb, it is deprived of any meaning. It just helps form the progressive aspect or the passive voice.

e.g. Multiculturalism is thought to be the only way forward for Britain.

Exercises

I. Identify the type of BE predication in the following examples:

a. "[…] multiculturalism is the only way forward for Britain."
b. "[…] a great many Westerners are so unthinkingly ethnocentric."
c. "There is now a real opportunity to redefine ourselves."
d. "[…] Britain is not a multicultural society."
e. "[…] a paper was published.'

II. The sentences in (I) have been randomly chosen from the article. Identify any other BE predications that occur in the text and specify their type.

Prepositions of Place

Use the following prepositions in the appropriate blanks below:

on	over	behind
next to	in	from
between	beneath	of
among	on top of	underneath
at	above	in front of
opposite		

1. If you look _____ the top shelf, you'll find your notebook.
2. My car is parked _____ the parking lot _____ the theatre.
3. A penny found _____ the sidewalk is a lucky penny.
4. I saw him _____ the intersection _____ Fifth and Main, so he should be here soon.
5. I think your book is _____ the second drawer _____ the top _____ the right hand side.
6. Being tall I can easily look _____ people's heads.
7. _____ you and me, I don't think he is qualified for the job.

8. The post office is _____ drugstore and the supermarket.
9. If you cross _____ the bridge and turn right _____ the first light, you'll be _____ the road to London.
10. My flat building is very noisy; the neighbours _____ us have a party every Friday.
11. When you clean, be sure to dust _____ the chairs.
12. Your letter is somewhere _____ the papers _____ my desk.
13. He sat _____ me _____ lunch.
14. Read _____ the lines for the implied meaning of that letter.
15. I left my glasses _____ the telephone, but now I can't find them.
16. We had our picnic _____ a tree.
17. The plane flew _____ the rooftops.
18. Put the lamp _____ the chair, so we can see to read better.
19. _____ the house is a small path that leads to the street.
20. _____ the shade tree, you can see little white flowers.
21. I put the important mail _____ the pile for you.
22. _____ our home _____ the mountain, we can see all of the valley below.

Task: Translate into Romanian and mind the ideas that make multiculturalism function.

MULTICULTURALISM POLICY OF CANADA

Multiculturalism policy

It is hereby declared to be the policy of the Government of Canada to:

(a) recognize and promote the understanding that multiculturalism reflects the cultural and racial diversity of Canadian society and acknowledges the freedom of all members of Canadian society to preserve, enhance and share their cultural heritage;

(b) recognize and promote the understanding that multiculturalism is a fundamental characteristic of the Canadian heritage and identity and that it provides an invaluable resource in the shaping of Canada's future;

(c) promote the full and equitable participation of individuals and communities of all origins in the continuing evolution and shaping of all aspects of Canadian society and assist them in the elimination of any barrier to that participation;

(d) recognize the existence of communities whose members share a common origin and their historic contribution to Canadian society, and enhance their development;

(e) ensure that all individuals receive equal treatment and equal protection under the law, while respecting and valuing their diversity;

(f) encourage and assist the social, cultural, economic and political institutions of Canada to be both respectful and inclusive of Canada's multicultural character;

(g) promote the understanding and creativity that arise from the interaction between individuals and communities of different origins;

(h) foster the recognition and appreciation of the diverse cultures of Canadian society and promote the reflection and the evolving expressions of those cultures;

(i) preserve and enhance the use of languages other than English and French, while strengthening the status and use of the official languages of Canada; and

(j) advance multiculturalism throughout Canada in harmony with the national commitment to the official languages of Canada.

WRITTEN ASSIGNMENT

In no more than a page, give your opinion about multiculturalism and its impact on societies and suggest your own solution to this controversial issue.

Let's learn from others' thoughts!

– Topics for conversation –

Knowledge is the beginning of tolerance and tolerance is the beginning of understanding.

The only thing harder to inherit than money is a tolerant attitude.

Tolerance is that kindly feeling we have for people who don't agree with us but whoadmit we *could be right.*

Ignorance has something to be said for it. It gives rise to about nine-tenths of the world's controversial output.

If a man does only what is required of him, he is a slave. If a man does more than is required if him, he is a free man.

There are two freedoms – the false, where a man is free to do what he likes; the true, where a man is free to do what he ought.

UNIT 13

The Climate Change

PRE-READING

Answer the following questions:

1. What are the main threats to our planet?
2. What does the Green Movement represent?
3. How can Green organizations influence people's attitude towards the environment?
4. How can we prevent the severe ecological problems the Earth is facing today?

Global Warming

Global surface temperatures have increased about 0.6°C (plus or minus 0.2°C) since the late-19th century, and about one half degree F (0.2 to 0.3°C) over the past 25 years (the period with the most credible data). The warming has not been globally uniform. Some areas (including parts of the southeastern U.S.) have cooled. The recent warmth has been greatest over N. America and Eurasia between 40 and 70°N. Warming, assisted by the record El Niño of 1997–1998, has continued right up to the present.

An enhanced greenhouse effect is expected to cause cooling in higher parts of the atmosphere because the increased "blanketing" effect in the lower atmosphere holds in more heat. Cooling of the lower stratosphere (about 30-35,000 ft.) since 1979 is shown by both satellite Microwave Sounding Unit and radiosonde data, but is larger in the radiosonde data.

There has been a general, but not global, tendency toward reduced diurnal temperature range (the difference between high and

low daily temperatures) over about 50% of the global land mass since the middle of the 20th century. Cloud cover has increased in many of the areas with reduced diurnal temperature range.

Relatively cool surface and tropospheric temperatures, and a relatively warmer lower stratosphere, were observed in 1992 and 1993, following the 1991 eruption of Mt. Pinatubo. The warming reappeared in 1994. A dramatic global warming, at least partly associated with the record El Niño, took place in 1998. This warming episode is reflected from the surface to the top of the troposphere.

Indirect indicators of warming such as borehole temperatures, snow cover, and glacier recession data, are in substantial agreement with the more direct indicators of recent warmth.

Arctic sea ice has decreased since 1973, when satellite measurements began but Antarctic sea ice may have increased slightly.

On a global scale there is little evidence of sustained trends in climate variability or extremes. This perhaps reflects inadequate data and a dearth of analyses. However, on regional scales, there is clear evidence of changes in variability or extremes.

In areas where a drought usually accompanies an El Niño, droughts have been more frequent in recent years. Other than these areas and the few areas with longer term trends to lower rainfall (e.g., the Sahel), little evidence is available of changes in drought frequency or intensity.

In some areas there is evidence of increases in the intensity of extreme rainfall events, but no clear global pattern has emerged. Despite the occurrence in recent years of several regional-scale extreme floods there is no evidence of wide-spread changes in flood frequency. This may reflect the dearth of studies, definition problems, and/or difficulties in distinguishing the results of land use changes from meteorological effects.

There is some evidence of recent (since 1988) increases in extreme extratropical cyclones over the North Atlantic. Intense tropical cyclone activity in the Atlantic appears to have decreased over the past few decades. Elsewhere, changes in observing systems confound the detection of trends in the intensity or frequency of extreme synoptic systems.

For the Northern Hemisphere summer temperature, recent decades appear to be the warmest since at least about 1000 AD, and the warming since the late 19th century is unprecedented over the last

1000 years. Older data are insufficient to provide reliable hemispheric temperature estimates. Ice core data suggest that the 20th century has been warm in many parts of the globe, but also that the significance of the warming varies geographically, when viewed in the context of climate variations of the last millennium.

Some changes, particularly part of the pre-1960 temperature record, show some relationship with solar output, but the more recent warm era is not well correlated. The exact magnitude of purely natural global mean temperature variance is not known precisely, but model experiments excluding solar variation indicate that it is likely less than the variability observed during this century.

(*National Climatic Data Center,* December 1999)

COMPREHENSION

Work in groups to answer the following questions:

1. What is the green house effect?
2. Is the green house effect affecting our climate?
3. Is the climate warming?
4. Is the climate becoming more variable or extreme?
5. How important are the changes in a longer-term context?

VOCABULARY

The following words are related to climate:

*greenhouse effect, radiation, warmth, atmosphere, warming, radiosonde, 'blanketing' effect, cool, temperature, stra*tosphere, *drought, flood, cyclone, solar output*.

Make sure you understand their meanings and use them in contexts of your own.

Use Roget's Thesaurus and find synonyms for the following words from the text: *enhancement, lead, trace, increase, trend*.

GRAMMAR

Inversion

auxiliary verb + subject + main verb
have/be + subject + main verb

We put an auxiliary verb (and non-auxiliary *have* and *be*) before the subject of a clause in several different structures.

1. **questions**

Have your sister and brother arrived?
Where ***is the concert*** *taking place?*

Note that spoken questions do not always have this word order:

You're *coming tomorrow?*

Indirect questions do not usually have this order:

I wondered what time ***the film was*** *starting.*

However, in formal writing inversion is sometimes used with *be* in indirect questions after *how*, especially when the subject is long.

I wondered ***how*** *reliable* ***was the information*** *I had been given.*

2. **with *may***

May can come before the subject in wishes**.**

May all your wishes *come true!*
May *he* *rot in hell*!

3. **after *as, than* and *so***

Inversion sometimes happens after *as*, *than* and emphasizing *so* in a literary style.

She was very religious, ***as were most of her friends****.*
City dwellers have a higher death rate ***than do country people****.*
So *ridiculous did she look that everybody burst out laughing.*

4. conditional clauses

In formal and literary conditional clauses, an auxiliary verb can be put before the subject instead of using *if*.

Were she *my daughter…*(= *If she were my daughter…*)
Had I *realized what you intended…*(= *If I had realized…*)

Negatives are not contracted in this case.

Had we not *spent all our money already,…*

Determiners

Group A Determiners help to identify things – to say whether they are known or unknown to the hearer, which one(s) the speaker is talking about, whether the speaker is thinking of particular examples or speaking in general, etc.

articles: *a/an, the*
possessives: *my, your, his, her, its, our, your, their, one's, whose*
demonstratives: *this, these, that, those*

In order to put together the meanings of possessive and article/demonstrative, we have to use the structure **a/this … of mine/yours** etc.

Nouns with possessive *'s* can be used like determiners (e.g. **Britain's** weather).

Group B Determiners are 'quantifiers': they say how much or how many we are talking about.

some, any, no
each, every, either, neither
much, many, more, most; (a) little, less, least; a few, fewer, fewest;
enough, several
all, both, half
what, whatever, which, whichever
one, two, three, etc., other

Some Group B determiners are used with singular nouns (e.g. *each*), some with plurals (e.g. *many*), some with uncountables (e.g. *much*), and some with more than one kind of noun (e.g. *which*).

We can put two Group B determiners together if the combination makes sense.

*We meet **every few** days.*
*I've read **all six** novels by Jane Austen.*
*Have you got **any more** coffee*?

WRITTEN ASSIGNMENT

I. Imagine that you have received some land to use as you wish. How would you use it?

II. You have been asked to suggest improvements to a park that you have visited. This might be a city park, a university campus park or a national park. What improvements would you make?

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UNIT 14

Science and Technology

PRE-READING

1. Do you have a computer / laptop / computing abilities?
2. Have you tried to surf the web?
3. What do you think are the advantages of using computers?

A Brief History of the Internet

The Internet has revolutionized the computer and communications world like nothing before. The invention of the telegraph, telephone, radio, and computer set the stage for this unprecedented integration of capabilities. The Internet is at once a world-wide broadcasting capability, a mechanism for information dissemination, and a medium for collaboration and interaction between individuals and their computers without regard for geographic location.

The Internet represents one of the most successful examples of the benefits of sustained investment and commitment to research and development of information infrastructure. Beginning with the early research in packet switching, the government, industry and academia have been partners in evolving and deploying this exciting new technology. Today, terms like bleiner@computer.org and http://www.acm.org trip lightly off the tongue of the random person on the street.

The Internet today is a widespread information infrastructure, the initial prototype of what is often called the National (or Global or Galactic) Information Infrastructure. Its history is complex and involves many aspects – technological, organizational, and community. And its influence reaches not only to the technical fields

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of computer communications but throughout society as we move toward increasing use of online tools to accomplish electronic commerce, information acquisition, and community operations.

The first recorded description of the social interactions that could be enabled through networking was a series of memos written by J.C.R. Licklider of MIT in August 1962 discussing his "Galactic Network" concept. He envisioned a globally interconnected set of computers through which everyone could quickly access data and programs from any site. In spirit, the concept was very much like the Internet of today.

The Internet has changed much in the two decades since it came into existence. It was conceived in the era of time-sharing, but has survived into the era of personal computers, client-server and peer-to-peer computing, and the network computer. It was designed before LANs existed, but has accommodated that new network technology, as well as the more recent ATM and frame switched services. It was envisioned as supporting a range of functions from file sharing and remote login to resource sharing and collaboration, and has spawned electronic mail and more recently the World Wide Web. But most important, it started as the creation of a small band of dedicated researchers, and has grown to be a commercial success with billions of dollars of annual investment.

One should not conclude that the Internet has now finished changing. The Internet, although a network in name and geography, is a creature of the computer, not the traditional network of the telephone or television industry. It will, indeed it must, continue to change and evolve at the speed of the computer industry if it is to remain relevant. It is now changing to provide such new services as real time transport, in order to support, for example, audio and video streams. The availability of pervasive networking (i.e., the Internet) along with powerful affordable computing and communications in portable form (i.e., laptop computers, two-way pagers, PDAs, cellular phones), is making possible a new paradigm of nomadic computing and communications.

This evolution will bring us new applications – Internet telephone and, slightly further out, Internet television. It is evolving to permit more sophisticated forms of pricing and cost recovery, a perhaps painful requirement in this commercial world. It is changing to accommodate yet another generation of underlying network technologies with different characteristics and requirements, from

broadband residential access to satellites. New modes of access and new forms of service will spawn new applications, which in turn will drive further evolution of the net itself.

(B. M. Leiner *et al.,* August 2000)

COMPREHENSION

1. What does the Internet mean?
2. What does its history imply?
3. What does commercialization of the Internet involve?
4. Has the Internet finished changing yet?

VOCABULARY

The following are words related to IT:

computer, PC, laptop, e-mail, Internet, web, site. Be sure of their meanings and then use them in sentences of your own.

GRAMMAR

Infinitive Constructions

Mind the verbs requiring the infinitive constructions!

Accusative + Infinitive:

1. He saw her drop in.
2. I imagined her to be good.
3. My friends declare your novel to be a fake.
4. I ordered him to go back.
5. You don't intend me to belittle that?
6. I hate you to talk about it.
7. He made me drop the subject.

Nominative + Infinitive:

1. She was heard to enter the room.
2. It was supposed to hold them together.
3. He is ordered to report tomorrow.
4. He was compelled to go to hospital.
5. He was declared to have done that.
6. She seems to be blundering about it.
7. He was more likely to laugh.

Prepositions at the End of Attributive Clauses

Use the following prepositions in the appropriate blanks below:

about	from	to
for	with	

1. The woman you gave the book _____ is my aunt.
2. The story which we talked _____ is being made into a movie.
3. A movie is being made from the book we talked _____ yesterday.
4. I have a list of names of people I should write _____.
5. The company I work _____ doesn't believe in pay raises.
6. The team I play soccer _____ is practicing this afternoon.
7. I am going to meet the woman I practise French _____.
8. You should try to remember the names of people you were introduced _____.
9. The teacher I borrowed the book _____ wants it back.
10. The couple you went out _____ last night called this morning.
11. He's the one you should feel sorry _____.
12. What college do you want to go _____?

13. What kind of fuel do you heat your house _____?
14. The tools you work _____ must be in good condition.
15. The man you work _____ has been in the business for years.

WRITTEN ASSIGNMENT

I. Some people think that governments should spend as much money as possible on developing or buying computer technology. Other people disagree and think that this money should be spent on more basic needs. Which one of these opinions do you agree with?

II. Some people think we should spend as much money as possible exploring outer space (for example, travelling to the moon and to other planets). Other people disagree and think we should spend this money for our basic needs on Earth. Which of these two opinions do you agree with?

III. Your university has enough money to purchase either computers or books for the library. Which would you choose to buy – computers or books. Explain why.

Let's learn from others' thoughts!

– Topics for conversation –

Science is not new: the turtle has a streamlined body, turret top and retractable landing gear; the bee has a mainspring; a daisy has a hydraulic system.

At the rate science is advancing, some genius will soon invent a sound that will travel faster than the planes.

Someone has suggested that we humanize the scientists and simonize the humanists.

You can't do today's job with yesterday's tools and be in business tomorrow.

UNIT 15

The Conception of Europe

PRE-READING

1. What is your view of European unity?
2. What are the countries already integrated in the EU?
3. What are the criteria of integration?
4. Is our country prepared for integration?

The Conception of Europe

In the early days of January 1948 the British Foreign Secretary, Ernest Bevin, sat at his desk in Whitehall preparing for the Cabinet a draft paper on 'the spiritual unity of the west'. He had decided the previous month, 'that the time had come to begin the formation of a federation or union in western Europe', and on 22 January he informed the House of Commons that he and the government were 'thinking of western Europe as a unit'. Though the outcome was widely different from anything he would have welcomed, Bevin's initiative in January 1948 was the starting point of a process which resulted in the transformation from theory into practice of ideas of European integration which had been gathering force for a generation.

Bevin evidently believed that it was necessary to justify European integration on grounds stronger than those of political expediency. His instinct was probably right. Advocates of European unification, such as Charles Morgan, rested their case on the 'reality in the human mind' of 'the idea of European coherence', as fashioned by history; their arguments, in part at least, depended upon historical interpretation. Throughout European history there have been factors making for greater unity and factors making for greater diversity: probably the historian cannot safely do more than set out what those

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factors have been at different times. Our hopes and aspirations for the future have no necessary connection with the past; and the validity, or otherwise, of the ideal of European integration is neither strengthened nor weakened by a consideration of past precedents. The historian can show what has happened; it does not follow that it must have happened, or that it will happen again. A historical survey may reveal obstacles which have proved insuperable in the past; it may also reveal notions, tendencies, movements and aspirations which may provide starting points for the realization of a unity which earlier generations have not known.

A first preliminary difficulty is that the term 'Europe' does not stand for a fixed quantity. If the word could be defined accurately, in a sense that would be valid throughout history, one major problem would be disposed of. Unfortunately it cannot. It is one of the basic difficulties because it means that it is never quite clear, when people talk about European integration, what are the elements the integration of which they have in mind. Does it, for example, include Russia or does it exclude Russia? One thing seems to be certain: that the actual physical area of Europe, in geographical terms, is a changing quantity. It is, for example, different for us today from what it was for the Greek cosmographers in the sixth century before Christ. For this reason it is generally agreed that any merely geographical definition of Europe is unsatisfactory, and does not correspond fully or accurately to the notions which the word Europe awakens in our minds. Consequently, it has often been maintained that the notion 'Europe' represents not simply a geographical division, but a cultural or ideological or political unity, marking off the inhabitants of this area from other areas.

But this conception, although in some ways nearer the truth, has not advanced the discussion to any very considerable extent, because there is no agreement as to the spiritual or cultural values involved, and because, once the discussion is raised to this plane, it is apt to be confused by the introduction of a particular writer's notion of which qualities or values should be termed European, and which should be rejected as non-European, although they may be found at work in European history. Furthermore, since most historians who have dealt with the subject have been inhabitants of western countries, there has been a strong tendency to identify 'Europe' with the 'west' and European civilization with 'western civilization'.

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A second fact, equally relevant, is that Europe, in any other sense than an area of land and water, of hills and valleys, plains, mountains, rivers, lakes and forests, did not exist at the beginning of what we usually call European history – that is to say, the history of post-classical times. The notion of European unity, in the sense that Europe constituted in some sense a distinct entity, was foreign to the ancient world. Unity, of course, there was – a unity anchored in the political structure of the Roman empire and in a common Hellenic civilization. But this unity was not a European unity, and was not identified with Europe.

The Roman empire was never European in the modern sense of the word. It was based upon control of the trade routes in the basin of the Mediterranean, and it was a Mediterranean empire, comprising parts of Europe, of Asia, and of Africa. Its civilization was not specifically European, and as time passed it became increasingly less European. Indeed, it has been rightly said that Rome tended to weaken, rather than to strengthen, any conception of Europe as a cultural unity. The main reason for this was the strength of oecumenical notions, particularly under the impact of Stoicism. The idea of the unity of the whole inhabited world as the 'oicumene' transcended geographical boundaries, and led to the spread of cultural influence from east to west and from west to east, and to the penetration into Roman and Hellenic society of the religions and the wisdom and philosophy of the orient. These oecumenical principles, it is important to note, did not die with Rome: on the contrary, they lived on – and still live on – counteracting any sense of European exclusiveness, first in the universality of the Christian church, which knows no difference between race and race or between colour and colour, and then in the cosmopolitan spirit of the eighteenth century.

(Geoffrey Barraclough – *Lecture* delivered in 1963)

COMPREHENSION

1. Who was Ernest Bevin?
2. What was his draft about?
3. When did he inform the House of Commons about his idea?
4. What does Bevin's initiative represent?
5. Is the historical criterion a good ground for integration?
6. What about the geographical criterion?
7. What other criteria does this lecture discuss?

VOCABULARY

Use the words in italics in new contexts: *outcome, expediency*, *insuperable, be disposed of, stand for, mark off, oecumenical, counteract, starting point, on grounds*.

GRAMMAR

Relative Clauses

A defining relative clause specifies which person or thing we mean. It cannot be separated from the person or thing it describes.

e.g. By 4.30, there was only one painting *which hadn't been sold*.

A non-defining relative clause contains extra information. In writing it is separated by commas, and in speech, if used at all, is usually indicated by intonation.

e.g. By 4.30, *which was almost closing time*, nearly all the paintings had been sold.

Practise:

Add relative clauses defining the words in italics, using contact clauses where appropriate.

e.g. He's the sort of *person*.
He's the sort of person *that must always be doing something new*.

There was *nothing*.
There was nothing *I could do to help*. (Contact clause)

1. The *house* has been demolished.
2. Would you like to see the *photographs*?
3. She's the most intelligent *woman*.

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4. I will do *anything*.
5. He enjoys talking to *anyone*.

6. Students generally like a *teacher*.
7. Is that all the *work*?
8. This sort of *food* is not the same as Continental food.
9. Women dislike *men*.
10. England is a *country*.

Cleft Sentences

English has a grammatical mechanism for focusing on words we wish to emphasize: we begin the sentence with *It,* and 'point' to the words:

Janet solved the problem.
It was Janet who / that solved the problem.

I need *your help*, not your sympathy.
It's your help (that) I need, not your sympathy.

It gets really cold *only in the winter*.
It's only in the winter that it gets really cold.

Now practise:

Rewrite the sentences so as to emphasize the words in italics, using *It is* or *It was* as in the examples above.

1. We need *quality*, not quantity.
2. I didn't realize the value of education *until after I left school*.
3. The trouble started when the police arrived.
4. He doesn't pass his exams because he doesn't work hard enough.
5. She takes after *her mother* rather than her father.

Extra Practice

Make the following words into sentences using prepositions. You may have to change verb tenses and add other words to complete the sentence.

1. I / meet / him / lunch /tomorrow.
2. Children / not / play / rain.
3. I / found / money / steps.
4. Ambassador / arrive / New York / last week.
5. We / come / seven o'clock.
6. River / run / the town.
7. It / dangerous / stand / chair.
8. The people / who / live / us / complain / our heavy feet.
9. My office / second floor.
10. I / wait / you / front door.
11. Pay attention / what / doctor / says.
12. Last night / we / picnic / stars.
13. The train / arrive / station / ten minutes / early.
14. They / live /436 Whinthrop Street.
15. I have lived / this street / ten years.

WRITTEN ASSIGNMENT

I. If you were asked to send one thing representing your country to an international exhibition, what would you choose? Why?

II. If you could know something about the future of your country, what would you choose to know about and why?

III. Because of developments in communication and transportation, countries are becoming more and more alike. How is our country more similar to other places in the world?

UNIT 16

Further Tasks and Evaluation

Evaluation tests

Test no. 1

Fill each of the numbered blanks using only *one* word in each space.

Alternative medicine is (1) _____ popularity in Britain today. What seemed cranky and unreliable a mere 25 years (2) _____ is now completely acceptable to (3) _____ people. Recently, homeopathy was publicly endorsed by Prince Charles, the heir (4) _____ the British throne. Herbal medicine is probably most (5) _____ used. Remedies made (6) _____ plants were the first cures (7) _____ used and now many people are turning to them (8) _____ than taking yet more chemical preparations.

Acupuncture, an ancient Eastern art, is widely available. Many people go to acupuncture practitioners when, for (9) _____, they wish to give (10) _____ smoking. A small pin is (11) _____ into both earlobes in order to (12) _____ the patient of the desire to smoke. Cynics may say that they are (13) _____ by a form of faith-healing, not by acupuncture (14) _____. However, many ex-smokers swear that it (15) _____ for them. Meditation, massage and even reflexology are all taught on government accredited courses in Britain. Those who (16) _____ their effectiveness should take (17) _____ of the fact that traditional doctors now regularly (18) _____ patients to these specialists, and that many (19) _____ name medicines are based (20) _____ ancient cures.

Test no. 2

In holiday resorts all (1) _____ the Mediterranean outdoor restaurants and cafes (2) _____ "English Breakfast" every morning, and (3) _____ in the early afternoon they are still filled with people tucking into plates (4) _____ with eggs, bacon, tomatoes and sausages. Those with stamina follow this with toast and jam washed (5) _____ with tea and orange juice. But do the English eat (6) _____ this everyday?

Certainly a full breakfast used to be (7) _____ for those who (8) _____ manual jobs if they could afford it. The tradition has (9) _____ with the increase in sedentary jobs and the rising (10) _____ of ingredients; it seems that the English breakfast no (11) _____ suits the English. These (12) _____ have been compounded by the (13) _____ of doctors and nutritionists. The high fat and salt (14) _____ of bacon and sausages and the (15) _____ of cholesterol in eggs means that we are not (16) _____ to eat them often.

The opposite of the "English Breakfast", the cup of black coffee and a cigarette is also (17) _____ recommended. We need, it seems, a nutritious meal to start the day (18) _____. The British now (19) _____ to eat cereals, toast and orange juice very much like people in other countries. The great English breakfast is now (20) _____ to high days and holidays.

Test no. 3

It is often said that the British (1) _____ about the weather more than any (2) _____ people in the world; some extremists (3) _____ that they talk about nothing else.. But in fact, even in countries with (4) _____ less changeable climates (5) _____ Britain's, the weather is an endless, if not varied, (6) _____ of conversational fodder. This seems only natural when you (7) _____ that the weather is (8) _____ of the few things we all have in (9) _____ It affects our senses, and (10) _____ our moods, so directly and, at times, so intensely (11) _____ it is only natural we should talk about

(12) _____. After several days (13) _____ even weeks of dark, gloomy weather, a bright day (14) _____ to bring out the best in everyone; people recognize the relief (15) _____ others' expressions which they feel inside themselves, and (16) _____ it hard to resist commenting (17) _____ a change which is having such an event (18) _____ on everyone. "Nice day, isn't it?" is much more than simply a comment on the state of the weather; it is a comment on the human state (19) _____, an acknowledgement that the tenability of our place in the universe (20) _____ on the existence of a community of human feeling.

Test no. 4

Fill in the blanks with the suitable word form:

1. We have to pay for oil in … currency.
   a. hard
   b. hardly
   c. strong
   d. powerful

2. Don't …fun of me.
   a. do
   b. make
   c. produce
   d. have

3. He'll …a good doctor.
   a. be
   b. make
   c. do
   d. turn

4. The teacher with her pupils … invited to visit the Art Museum.
   a. was
   b. were
   c. be
   d. may be

5. Hungary is … the west of Romania.
   a. at
   b. to
   c. in
   d. from

6. Mary and I were so surprised that for a few minutes … of us spoke.
   a. both
   b. either
   c. neither
   d. any one

7. Before you begin, shut all your books, …?
   a. shall you c. must you
   b. will you d. may you

8. "You … wonderful today," he exclaimed when seeing her.
   a. look c. looked
   b. are looking d. have been looking

9. She was beside …joy.
   a. her with c. herself with
   b. her from d. herself from

10. She …bath. Don't disturb her now.
   a. has c. is having
   b. be having d. has had

11. Ann … in archeology since she was ten years old.
   a. was interested c. is interested
   b. has been interested d. had been interested

12. It is … late to call on them now.
   a. so c. very
   b. much d. too

13. I have been living in London ….
   a. three years before c. three years ago
   b. for three years d. since 1998

14. All right! Let's talk this over between you and …
   a. I c. myself
   b. me d. by myself

15. Helen bought ….
   a. two dozen eggs c. two dozen egg
   b. two dozens eggs d. two dozens egg

16. They … for two hours when finally they saw their country house.
   a. walked c. have walked
   b. had walked d. had been walking

17. At last I could stand it …
    a. no longer
    b. any more
    c. any longer
    d. not more

18. This medicine should be taken …
    a. every two days
    b. every other day
    c. every another day
    d. every second day

19. Janet asked me where …
    a. am I going
    b. I am going
    c. I was going
    d. was I going

20. He always fights … he wins
    a. before
    b. after
    c. until
    d. till

21. The exchange of persons between countries helps nations to understand …
    a. one another
    b. each other
    c. everybody
    d. everywhere

22. I shall be very grateful to you if you …me some money.
    a. lend
    b. shall lend
    c. will lend
    d. must lend

23. The doctor operated on the …of both my eyes.
    a. retinaes
    b. retinae
    c. retinas
    d. retina

24. I demonstrated easily that oil …on water.
    a. floated
    b. floats
    c. is floating
    d. was floating

25. The man sensed that a conspiracy … under his very eyes.
    a. was hatched
    b. has been hatched
    c. hatched
    d. had been hatched

26. This job is … difficult for me.
    a. very c. too
    b. much d. little

27. I heard the news on the radio … I was walking with my sister.
    a. since c. for
    b. if d. while

28. One … turn off the lights before leaving a room.
    a. may c. ought to
    b. can d. dare

29. I must … in the garden when you called.
    a. have been c. had been
    b. be d. was

30. I wish I … a student again.
    a. be c. were
    b. am d. to be

31. He who laughs … laughs best.
    a. late c. later
    b. last d. latest

32. You might have broken your leg if you … over that fence.
    a. had jumped c. jumped
    b. jump d. would have jumped

Test no. 5

Fill in the blanks with the correct tense form of the verbs in brackets:

1. I (live) _____ in this town for ten years. When I (come) _____ to this neighbourhood,
2. few people (live) _____ here.
3. I (wait) _____ all week for news from my brother. He (leave) _____ two months ago and
4. I (not hear) _____ from him since.

5. Mary just (leave) _____. She (receive) _____ a strange phone call a couple of minutes ago and (go) _____ out immediately without telling me anything at all.
6. Mother (be) _____ sick. She (run) _____ a high fever for a couple of days.
7. I (think) _____ we should call a doctor.
8. The children (play) _____ football when Ralph (arrive) _____.They (ask) _____ him to join them, but he (refuse) _____.
9. I never (see) _____ such a beautiful movie. When he (call) _____ me yesterday
10. I (not want) _____ to go, but he finally (convince) _____ me and I (be) _____ glad he (do) _____.
11. While I (work) _____ in the kitchen the telephone (ring) _____. It (be) _____ my daughter.
12. I (not do) _____ my homework. I (not feel) _____ well lately.
13. She (not see) _____ her brother for two years.
14. I am very tired. I (work) _____ too hard in the past few months.

Translation Corpus

A. Romanian source texts

Pentru scurt timp lucrurile se îndreaptă. Sau, cel puțin, aşa se pare. Canalele se sapă, stăvilarele se înalță încet. Iarna, constructorii hibernează. Stau în casele de lemn ale localnicilor mai înstăriți, zăpada îngroapă ținutul, se bea şi se mănâncă mult, unul dintre nemți se şi însoară. Bertram Perry devine Berden Ramzeici, da, aşa-i spune voievodul de la Epifan, dar nimic nu se schimbă în sufletul lui. Ciudat, voința şi energia şi marea lui putere de muncă fac din când în când loc unei tristeți nedesluşite, îndoială şi spaimă adâncă. Nostalgie şi spleen! Un cocktail prea dur pentru tânărul brit… Veştile de acasă sunt mai bune decât la început, parcă un echilibru s-ar instala în destinul lui şi al logodnicei care se căieşte de necredința ei. Dar aşa se întâmplă! Înainte de a muri chiar, bolnavul are un moment de vigoare inexplicabilă, el se dă jos din pat, se mişcă, asta mai totdeauna, este

vesel şi plin de speranţă etc., şi în aceeaşi zi, spre seară, moare, toţi spun ca întorşi de pe altă lume, ei, cei vii, nu el: totuşi, dimineaţa s-a simţit mai bine, s-a bărbierit,… Cam în felul ăsta îşi arată colţii destinul englezului.

(George Bălăiță – *Gulliver în ţara nimănui*)

"Dragul meu – zicea Sultana fără alte ocoluri, cu o scriere cam lăbărţată, totuşi nu dezordonată – după multe ezitări, m-am decis să plec din ţară, după sfatul tatii, care mi-a dat o grămadă de comisioane. Să nu-ţi închipui de loc că mă plimb cu mâinile în buzunar, sunt mai ocupată decât un agent de comerţ. Kevorg a venit şi el cu mine. Aici ne-am despărţit, văzându-ne fiecare de treburile noastre. O singură dată am făcut baie în mare, la Prinkipo.Omul ăsta e şi la trup, ca şi la moral, lipsit de vigoare şi nu suportă nici frigul, nici căldura, în mare s-a ţinut mereu pe margine, cu un colac de salvare. Uf, ridicul! Să fi fost tu!… După ce voi pune la punct treburile tatii, mă duc la Cairo, unde am să mă ocup de chestiunea noastră. Am informaţii precise că-ţi poţi face acolo o situaţie strălucită. Cu talentul tău găseşti angajament oriunde. Ce te leagă pe tine de România? Mergi unde îţi convine. Am să aranjez totul, şi vin să te iau. Eu nu pot să aştept, vreau să trăiesc repede, violent, cât sunt încă tânără. Ce-mi pasă de prejudecăţile burgheze? Sunt liberă, sunt bogată. De aş fi şi săracă, sunt capabilă să-mi câştig singură existenţa. Cu un om ca tine, străbat pământul…"

(G. Călinescu – *Bietul Ioanide*)

"Să te culci după-masă! repeta mama trei sute de zile din câte are anul. Somnul e singurul hoţ care te fură în propriul tău folos"… adăuga în două sute de cazuri din cele amintite. "Nu mai pierde nopţile printre hârţoage, dormi şi tu ca oamenii!" îmi spunea, mai târziu, nevasta care mă descoperise huhurez. Eu mă mâniam, pentru că ştiam că mi se-ntinde o cursă, răspundeam cum răspunde omul la mânie. "Noaptea e un bun sfătuitor. Ca urmare, nu te mânia în timpul nopţii…" Mă înverşunam să rămân înalt şi întreg, ca un portret întreg şi înalt, în timp ce toţi se duceau la culcare, la osândă, la batjocură – nevastă şi copil, vecini şi vecini ai vecinilor, oraşul întreg, naţiunea mereu veghetoare, Europa cea iubitoare a luminilor şi a raţiunii neadormite… Despre planeta Pământ sau alte planete, mă reţin să mă

pronunț, se pare că pe plan cosmic se petrece ceva, o rezistență la somn emisferică şi alternativă…

(Mircea Horia Simionescu – *Banchetul*)

Nu-l consideraţi învins pe cel care se înduioşează de sine: el are încă destulă energie pentru a se apăra de primejdiile ce-l amenință. Să-şi plângă de milă, aşadar! E felul său de a-şi travesti vitalitatea. Se afirmă şi el cum poate: lacrimile sale ascund adesea un țel agresiv.

Şi nici nu-i consideraţi lirismul sau cinismul drept semne de slăbiciune; acestea emană deopotrivă dintr-o forță latentă, dintr-o capacitate de expansiune sau refuz. Potrivit împrejurărilor, el uzează de unul sau de celălalt: e bine înarmat. De altminteri, nu ignoră de fel consolidările unei existențe fără orizont, potolite, îndrăgindu-şi impasurile, mândră cât se poate să culmineze într-o înfrângere. Lăsaţi-l aşadar fericirii sale.

(Emil Cioran – *Ispita de a exista*)

B. English source texts

Glancing at his watch, Herzog, with an appearance of efficiency or purpose, failed, anyway, to fix the time in his mind. What he did observe, stooping to the window to get an angle over roofs and walls, was that the sky was reddening. He was astonished that a whole day had been spent scrawling a few letters. And what ridiculous, angry letters! The spite and frenzy in them! Zelda! Sandor! Why write to them at all? And the Monsignor! Between the lines of Herzog's letter the Monsignor would only see a mad, reasoning face, just as Moses saw the brick of those walls between these rods caked in asphalt black. Endless repetition threatens sanity.

Suppose that I am absolutely right and the Monsignor, for instance, absolutely wrong. If I am right, the problem of the world's coherence, and all responsibility for it, becomes mine. How will it make out when Moses E. Herzog has his way? No, why should I take that on myself? The Church has universal understanding. This I consider a harmful, Prussian delusion. Readiness to understand all questions is the infallible sign of stupidity. Did Valentine Gersbach ever admit ignorance of any matter? He was a regular Goethe. He

finished all your sentences, rephrased all your thoughts, explained everything.

I want you to know, Monsignor, that I am not writing with the purpose of exposing Madeleine, or to attack you. Herzog tore up the letter. Untrue! He despised the Monsignor, wanted to murder Madeleine. Yes, he was capable of killing her. And yet, while filled with horrible rage, he was able also to shave and dress, to be the citizen on the town for an evening of pleasure, groomed, scented, and his face sweetened for kisses. He did not flinch from these criminal fantasies. It's the certainty of punishment that stops me, Herzog thought.

Time to clean up. He turned from the desk and the deepening light of the afternoon and dropping the robe entered the bathroom and turned on the water in the basin. He drank, in the obscurity of the cool tiled room. New York has the sweetest water in the world, for a metropolis. Then he began to soap his face. He could look forward to a good dinner. Ramona knew how to cook, and how to set a table. There would be candles, linnen napkins, flowers. Perhaps the flowers were being rushed from the shop now, in evening traffic. On the windowsill of Ramona's dining room pigeons roosted. You heard wings flapping in the airshaft. As for the menu, on a summer evening like this she'd probably prepare vichyssoise, then shrimp Arnaud – New Orleans style. White asparagus. A cool dessert. Rum-flavored ice cream with raisins? Brie and cold-water biscuits? He was judging by previous dinners. Coffee. Brandy. And, all the time, Egyptian music on the phonograph in the adjoining room – Mohammad al Bakkar playing "Port Said" with zithers, drums, and tambourines. In that room was a Chinese rug, the light of the green lamp and quiet. Here also she had fresh flowers. If I had to work all day in a flower shop, I wouldn't want to be pursued by the smell of flowers at night. On the coffee table she had art books and international magazines. Paris, Rio, Rome, all were represented. Invariably, also, the latest presents from Ramona's admirers were displayed. Herzog always read the little cards. For what other reason did she leave them? George Hoberly for whom she was cooking shrimp Arnaud last spring still sent her gloves, books, theater tickets, opera glasses. You could trace his love-crazed wanderings up and down New York by the labels. Ramona said he didn't know what he was was doing. Herzog was sorry for him.

The bluish-green carpet, the Moorish knickknacks and arabesques, the white comfortable sofa-bed, the Tiffany lamp with

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glass like plumage, the deep arm-chairs by the windows, the downtown view of Broadway and Columbus Circus. And after dinner, when they were settling down here with coffee and brandy, Ramona would ask whether he wouldn't like to take off his shoes. Why not? A free foot on a summer night eases the heart. And by and by, going by precedents, she'd ask why he was so abstracted – was he thinking of his children? Then he'd say…he was shaving now, scarcely glancing in the mirror, finding the stubble with his fingertips…he'd say that he was no longer so worried about Marco. The boy had a firm character. He was one of the more stable breed of Herzogs.

(Saul Bellow – *Herzog*)

Are God and Nature then at strife,
That Nature lends such evil dreams?
So careful of the type she seems,
So careless of the single life…
(Tennyson – *In Memoriam,* 1850)

She stood obliquely in the shadows at the tunnel of ivy's other end. She did not look round; she had seen him climbing up through the ash trees. The day was brilliant, steeped in azure, with a warm south-westerly breeze. It had brought out swarms of spring butterflies, those brimstones, orange-tips and green-veined whites we have lately found incompatible with high agricultural profit and so poisoned almost to extinction; they had danced with Charles all along his way past the Dairy and through the woods ; and now one, a brilliant fleck of sulphur, floated in the luminous clearing behind Sarah's dark figure.

Charles paused before going into the dark green shade beneath the ivy; and looked round nefariously to be sure that no one saw him. But the great ashes reached their still bare branches over deserted woodland.

She did not turn until he was close, and even then she would not look at him; instead, she felt in her coat pocket and silently, with downcast eyes, handed him yet another test, as if it were some expiatory offering. Charles took it, but her embarrassment was contagious.

'You must allow me to pay for these tests what I should pay at Miss Anning's shop.'

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Her head rose then, and at last their eyes met. He saw that she was offended; again he had that unaccountable sensation of being lanced, of falling short, of failing her. But this time it brought him to his senses, that is, to the attitude he had decided to adopt; for this meeting took place two days after the events of the last chapters. Dr Grogan's little remark about the comparative priority to be accorded the dead and the living had germinated, and Charles now saw a scientific as well as a humanitarian reason in his adventure. He had been frank enough to admit to himself that it contained, besides the impropriety, an element of pleasure; but now he detected a clear element of duty. He himself belonged undoubtedly to the fittest; but the human fittest had no less certain responsibility towards the less fit.

He had even recontemplated revealing what had passed between himself and Miss Woodruff to Ernestina; but alas, he foresaw only too vividly that she might put foolish female questions, questions he could not truthfully answer without moving into dangerous waters. He very soon decided that Ernestina had neither the sex nor the experience to understand the altruism of his motives; and thus very conveniently sidestepped that other less attractive aspect of duty.

So he parried Sarah's accusing look. 'I am rich by chance, you are poor by chance. I think we are not to stand on such ceremony.'

This indeed was his plan: to be sympathetic to Sarah, but to establish a distance, to remind her of their difference of station…though lightly, of course, with an unpretentious irony.

'They are all I have to give.'

'There is no reason why you should give me anything.'

'You have come.'

He found her meekness almost as disconcerting as her pride.

'I have come because I have satisfied myself that you do indeed need help. And although I still don't understand why you should have honoured me by interesting me in your…' he faltered here, for he was about to say 'case', which would have betrayed that he was playing the doctor as well as the gentleman: '…Your predicament, I have come prepared to listen to what you wished me…did you not?…to hear.'

She looked up at him again then. He felt flattered. She gestured timidly towards the sunlight.

'I know a secluded place near by. May we go there?'

He indicated willingness, and she moved out into the sun and across the stony clearing where Charles had been searching when she

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first came upon him. She walked lightly and surely, her skirt gathered up a few inches by one hand. While the other held the ribbons of her black bonnet. Following her, far less nimbly, Charles noted the darns in the heels of her black stockings, the worn-down backs of her shoes; and also the red sheen in her dark hair. He guessed it was beautiful hair when fully loose; rich and luxuriant; and though it was drawn tightly back inside the collar of her coat, he wondered whether it was not a vanity that made her so often carry her bonnet in her hand.

(John Fowles – *The French Lieutenant's Woman*)

Dr. Hannibal Lecter stood at the registration desk of the elegant Marcus Hotel in St. Louis. He wore a brown hat and a raincoat buttoned to the neck. A neat surgical bandage covered his nose and cheeks.

He signed the register 'Lloyd Wyman', a signature he had practiced in Wyman's car.

'How will you be paying, Mr. Wyman?' the clerk said.

'American Express.' Dr. Lecter handed the man Lloyd Wyman's credit card.

Soft piano music came from the lounge. At the bar Dr. Lecter could see two people with bandages across their noses. A middle-aged couple crossed to the elevators, humming a Cole Porter tune. The woman wore a gauze patch over her eye.

The clerk finished making the credit card impression. 'You do know, Mr. Wyman, you're entitled to use the hospital garage.'

'Yes, thank you,' Dr. Lecter said. He had already parked Wyman's car in the garage, with Wyman in the trunk.

The bellman who carried Wyman's bags to the small suite got one of Wyman's five-dollar bills in compensation.

Dr. Lecter ordered a drink and a sandwich and relaxed with a long shower.

The suite seemed enormous to Dr. Lecter after his long confinement. He enjoyed going to and fro in his suite and walking up and down in it.

From his window he could see across the street the Myron and Sadie Pavilion of St. Louis City Hospital, housing one of the world's foremost centers for craniofacial surgery.

Dr. Lecter's visage was too well known for him to be able to take advantage of the plastic surgeons here, but it was one place in the

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world where he could walk around with a bandage on his face without exciting interest.

He had stayed here once before, years ago, when he was doing psychiatric research in the superb Robert J. Brockman Memorial Library.

Heady to have a window, several windows. He stood at his windows in the dark, watching the car lights move across the MacArthur Bridge and savoring his drink. He was pleasantly fatigued by the five-hour drive from Memphis.

The only real rush of the evening has been in the underground garage at Memphis International Airport. Cleaning up with cotton pads and alcohol and distilled water in the back of the parked ambulance was not at all convenient. Once he was in the attendant's whites, it was just a matter of catching a single traveler in a deserted aisle of long-term parking in the great garage. The man obligingly leaned into the trunk of his car for his sample case, and never saw Dr. Lecter come up behind him.

Dr. Lecter wondered if the police believed he was fool enough to fly from the airport.

The only problem on the drive to St. Louis was finding the lights, the dimmers, and the wipers in the foreign car, as Dr. Lecter was unfamiliar with stalk controls beside the steering wheel.

Tomorrow he would stop for things he needed, hair bleach, barbering supplies, a sunlamp, and there were other, prescription, items that he would obtain to make some immediate changes in his appearance. When it was convenient, he would move on.

There was no reason to hurry.

(Thomas Harris – *The Silence of the Lambs*)

It was a very happy funeral, a great success. Even the sun shone that day for the late Henry Ground. Lying in his coffin, he was probably enjoying himself too. Once more, and for the last time on this earth, he was the centre of attention. Yes, it was a very jolly affair. People laughed and told each other jokes. Relatives who had not spoken for years smiled at each other and promised to stay in touch. And, of course, everyone had a favourite story to tell about Henry.

'Do you remember the time he dressed up as a gypsy and went from door to door telling people's fortunes? He actually made six pounds in an afternoon!'

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‘I once was having dinner with him in a posh restaurant. When the wine-waiter brought the wine, he poured a drop into Henry’s glass and waited with a superior expression on his face, as if to say “Taste it, you peasant. It’s clear that you know nothing about wine.”So Henry, instead of tasting it, the way any normal person would do, dipped his thumb and forefinger into the wine. Then he put his hand to his ear and rolled his forefinger and thumb together as if he were listening to the quality of the wine! Then he nodded to the wine-waiter solemnly, as if to say “Yes, that’s fine. You may serve it.” You should have seen the wine-waiter’s face! And how Henry managed to keep a straight face, I’ll never know.’

‘Did you hear about the practical joke he played when he was a student, the one with the road-menders? Some workmen were digging a hole in the road. First, Henry phoned the police and told them that some students were digging a hole in the road, and that he didn’t think it was a very funny thing to do. Then he went to the workmen, and told them that some students had dressed up as policemen and were coming to tell them to stop digging the hole! Well, you can imagine what happened! Total confusion!’

‘Yes, old Henry loved to pull people’s legs. Once, when he was invited to an exhibition of some abstract modern painter’s latest work, he managed somehow to get in the day before and turn all the paintings upside down. The exhibition ran for four days before anyone noticed!’

‘His father, poor man, could never understand why Henry did such crazy things.’

‘It’s hard to believe that Henry was a Ground when you think how different he was from his brothers.’

Yes, it was difficult to believe that he was a Ground. He was born into an unimportant but well-to-do Midlands family. He was the youngest of five sons. The Grounds were a handsome lot: blue-eyed, fair-haired, clever and ambitious. The four older boys all made a success of their lives. They married beautiful girls of good family, and produced children as fair and handsome and clever as themselves. The oldest became a clergyman; the second ended up as the headmaster of a famous public school; the third went into business and became disgustingly rich; the fourth followed in his father’s footsteps and became a solicitor. Which is why everybody was amazed when the youngest Ground, Henry, turned out to be a lazy good-for-nothing.

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Unlike his brothers, he had brown eyes and dark hair, but he was every bit as handsome and charming, which made him quite a ladykiller. And, although he never married, there is no doubt at all that Henry Ground loved women. He also loved eating, drinking, laughing, talking and a thousand other activities which don't make money or improve the human condition. One of his favourite pastimes was doing nothing. His idea of an energetic afternoon when the son was shining was to sit under a shady tree, with a pretty companion by his side, and all the time in the world to talk of this and that, to count the blades of grass, and to learn the songs of the bees that buzzed around him.

What a worthless fellow! Some people whispered that his real father was not the respectable Mr. Ground al all, but a wild gypsy who had come one day to the house and had swept Mrs. Ground off her feet with his dancing black eyes and his wicked country ways. It was a good story, juicy and romantic, but surely untrue. One thing was sure: you couldn't help liking Henry Ground and his talent for making you laugh. Henry Ground was, above all else, a joker.

Anyway, the stories went on even while the coffin was being lowered into the grave. People held handkerchiefs to their eyes, but their tears were tears of laughter, not sadness. Afterwards, there was a funeral breakfast, by invitation only. It was attended by twelve of Henry's closest friends. Henry Ground had asked his brother, Colin, to read out his will during the funeral breakfast. Everyone was curious about Henry Ground's will. Henry had been in debt all his life, hadn't he? What could he possibly have to leave in a will?

Colin cleared his throat. 'Ahem! If you are ready, ladies and gentlemen'. Everyone settled down expectantly. Colin opened the will, and began to read it out in a singsong voice.

'I, Henry Ground, being of sound mind… last will and testament… do hereby bequeath…'

The legal phrases rolled on and on, and the audience grew impatient to get to the important part. It came soon enough. When Colin announced that Henry Ground, despite his reputation as a good-for-nothing, had invested his money very wisely, and was in fact worth at least three-quarters of a million, everyone gasped. But who was to get it? Eyes narrowed and throats went dry.

'You are all such dear friends of mine', Colin went on, reading out Henry Ground's words in a monotone tone, which, in other circumstances, would have sent everyone to sleep, 'that I cannot

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decide which of you to leave my money to.' Colin paused. In the silence, you could have heard a pin drop. He resumed. 'So, dear friends, I have set you a little competition. Each of you in turn must tell the funniest joke he or she can think of, and the one who gets the most laughter will inherit my fortune. Colin will be the sole judge of the best joke.'

'So, ladies and gentlemen', said Colin, putting the will down on the table, 'it's up to you now. Who will go first? May I suggest that you go in alphabetical order of surnames?'

The first person stood up and told a very funny joke about an Englishman who fell in love with his umbrella. When he finished, he was in tears of laughter, for he always laughed at his own jokes. The rest of the company remained **absolutely silent**. You could tell from their red faces and their screwed-up eyes that they found the joke funny, but no one of them was prepared to laugh, and give him a chance to win the competition. The second told a story about a three-legged pig, which was so good that, some years later, MGM made a cartoon of it. When she sat down, the others buried their faces in their handkerchiefs, coughed, pretended to sneeze, dropped pencils under the table - anything to cover up their laughter. And so it went on, joke after wonderful joke, the sort of jokes that make your sides ache. And nobody dared to laugh!

You know what it's like when you want to laugh, but cannot. It happens in classrooms all the time. Somebody starts to giggle, and then tries to stop. Immediately three or four others will want to giggle. The desire to laugh spreads like an infection, and soon the entire class is choking, while the teacher looks round baffled, wondering what all the snuffling noises are.

Well, by the time the last joke had been told, every one of the twelve was sitting perfectly still, desperately holding in the laughter which was bursting to get out. Their suppressed laughter had built up such a pressure: it was like a volcano ready to erupt.

Silence. Painful silence.

Suddenly, Colin sneezed. A perfectly ordinary sneeze. Atishoo. Then he took out a ridiculously large spotted-red handkerchief and blew his nose. Bbbrrrrrppp.

That was enough. Someone burst out laughing, unable to hold it in any longer. That started the others off. In no time, everyone was doubled up, tears streaming from their eyes, their shoulders heaving as wave after wave of laughter erupted like lava from a volcano.

Of course, they were not just laughing at the sneeze, nor even at the twelve jokes. No, they were laughing at themselves as it dawned on them that Henry Ground had led them into his last, and funniest, practical joke, setting their need to laugh against their greed for money.

When, at long last, the laughter died down, Colin cleared his throat once more. 'Forgive my little piece of theatre', he said, his eyes twinkling. 'I have been practicing that sneeze for a week or more.' He folded the enormous handkerchief and stuffed it into his pocket. 'Henry's idea, of course,' he added, unnecessarily: all twelve guests realized they had been set up beautifully.

'Ahem! May I read you the rest of the will now?' Colin asked.

'My friends,' the last paragraph began, 'forgive me, but I couldn't resist playing one last joke on you. It's good to know that your love for laughter finally overcame your love of money.'

Colin paused, letting the meaning of the words sink in. Then he read out the final part of the late Henry Ground's last will and testament.

'My friends, thank you for letting me have the last laugh. As for the money: because I love you, my fortune will be divided equally among you. Enjoy your share, and think of me whenever you hear laughter.'

The company fell silent. For the first time that day, there was a feeling of sadness in the air.

(Jake Allsop – *The Joker,* The Penguin Book of Very Short Stories)

The boy with fair hair lowered himself down the last few feet of rock and began to pick his way towards the lagoon. Though he had taken off his school sweater and trailed it now from one hand, his grey shirt stuck to him and his hair was plastered to his forehead. All around him the long scar smashed into the jungle was a bath of heat. He was clambering heavily among the creepers and broken trunks when a bird, a vision of red and yellow, flashed upwards with a witch-like cry; and this cry was echoed by another.

"Hi!" it said, "wait a minute!"

The undergrowth at the side of the scar was shaken and a multitude of raindrops fell pattering.

"Wait a minute," the voice said, "I got caught up."

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The fair boy stopped and jerked his stockings with an automatic gesture that made the jungle seem for a moment like the Home Counties.

The voice spoke again.

"I can't hardly move with all these creeper things."

The owner of the voice came backing out of the undergrowth so that twigs scratched on a greasy wind-breaker. The naked crooks of his knees were plump, caught and scratched by thorns. He bent down, removed the thorns carefully, and turned round. He was shorter than the fair boy and very fat. He came forward, searching out safe lodgements for his feet, and then looked up through thick spectacles.

"Where's the man with the megaphone?"

The fair boy shook his head.

"This is an island. At least I think it's an island. That's a reef out at the sea. Perhaps there aren't any grown-ups anywhere."

The fat boy looked startled.

"There was that pilot. But he wasn't in the passenger tube, he was up in the cabin in front."

The fair boy was peering at the reef through screwed-up eyes.

"All them other kids," the fat boy went on. "Some of them must have got out. They must have, mustn't they?"

The fair boy began to pick his way as casually as possible towards the water. He tried to be off hand and not too obviously uninterested, but the fat boy hurried after him.

"Aren't there any grown-ups at all?"

"I don't think so."

The fair boy said this solemnly; but then the delight of a realized ambition overcame him. In the middle of the scar he stood on his head and grinned at the reversed fat boy.

"No grown-ups!"

The fat boy thought for a moment.

"That pilot."

The fair boy allowed his feet to come down and sat on the steamy earth.

"He must have flown off after he dropped us. He couldn't land here. Not in a plane with wheels."

"He was attacked!

"He'll be back all right."

The fat boy shook his head.

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"When he was coming down I looked through one of them windows. I saw the other part of the plane. There were flames coming out of it."

He looked up and down the scar.

"And this is what the tube done."

The fair boy reached out and touched the jagged end of a trunk. For a moment he looked interested.

"What happened to it?" he asked. "Where's it got to now?"

"That storm dragged it out to sea. It wasn't half dangerous with all them tree trunks falling. There must have been some kids still in it."

"What's your name?"

"Ralph."

The fat boy waited to be asked his name in turn but this proffer of acquaintance was not made; the fair boy called Ralph smiled vaguely, stood up, and began to make his way once more towards the lagoon. The fat boy hung steadily at his shoulder.

"I expect there's a lot more of us scattered about. You haven't seen any others have you?"

Ralph shook his head and increased his speed. Then he tripped over a branch and came down with a crash.

(William Golding – *Lord of the Flies, The Sound of the Shell*)

Listen:

Billy Pilgrim has come unstuck in time.

Billy has gone to sleep a senile widower and awakened on his wedding day. He has walked the events in between.

He says.

Billy is spastic in time, has no control over where he is going next, and the trips aren't necessarily fun. He is in a constant state of stage fright, he says, because he never knows what part of his life he is going to have to act in next.

Billy was born in 1922 in Ilium, New York, the only child of a barber there. He was a funny-looking child who became a funny-looking youth – tall and weak, and shaped like a bottle of Coca-Cola. He graduated from Ileum High School in the upper third of his class, and attended night sessions at the Ilium School of Optometry for one semester before being drafted for military service in the Second World War. His father died in a hunting accident during the war. So it goes.

Billy saw service with the infantry in Europe, and was taken prisoner by the Germans. After his honorable discharge from the Army in 1945, Billy again enrolled in the Ilium School of Optometry. During his senior year there, he became engaged to the daughter of the founder and owner of the school, and then suffered a mild nervous collapse.

He was treated in a veterans' hospital near Lake Placid, and was given shock treatments and released. He married his fiancée, finished his education, and was set up in business in Ilium by his father-in-law. Ilium is a particularly good city for optometrists because the General Forge and Foundry Company is there. Every employee is required to wear a pair of safety glasses, and to wear them in areas where manufacturing is going on. GF&F has sixty-eight thousand employees in Ilium. That calls for a lot of lenses and a lot of frames.

Frames are where the money is.

Billy became rich. He had two children, Barbara and Robert. In time, his daughter Barbara married another optometrist, and Billy set him up in business. Billy's son Robert had a lot of trouble in high school, but then he joined the famous Green Berets. He straightened out, became a fine young man, and he fought in Vietnam.

Early in 1968, a group of optometrists, with Billy among them, chartered an airplane to fly them from Ilium to an international convention of optometrists in Montreal. The plane crashed on top of Sagebrush Mountain, in Vermont. Everybody was killed but Billy. So it goes.

While Billy was recuperating in a hospital in Vermont, his wife died accidentally of carbon-monoxide poisoning. So it goes.

When Billy finally got home to Ilium after the airplane crash, he was quiet for a while. He had a terrible scar across the top of his skull. He didn't resume practice. He had a housekeeper. His daughter came over almost every day.

And then, without any warning, Billy went to New York City, and got on an all-night radio program devoted to talk. He told about having come unstuck in time. He said, too, that he had been kidnapped by a flying saucer in 1967. The saucer was from the planet Tralfamadore, he said. He was taken to Tralfamadore, where he was displayed naked in a zoo, he said. He was mated there with a former Earthling movie star named Montana Wildhack.

Some night owls in Ilium heard Billy on the radio, and one of them called Billy's daughter Barbara. Barbara was upset. She and her

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husband went down to New York and brought Billy home. Billy insisted mildly that everything he had said on the radio was true. He said he had been kidnapped by the Tralfamadorians on the night of his daughter's wedding. He hadn't been missed, he said, because the Tralfamadorians had taken him through a time warp, so that he could be on Tralfamadore for years, and still be away from Earth for only a microsecond.

Another month went by without any incident, and then Billy wrote a letter to the Ilium News Leader, which the paper published. It described the creatures from Tralfamadore.

The letter said that they were two feet high, and green, and shaped like plumber's friends. Their suction cups were on the ground, and their shafts, which were extremely flexible, usually pointed to the sky. At the top of each shaft was a little hand with a green eye in its palm. The creatures were friendly, and they could see in four dimensions. They pitied Earthlings for being able to see only three. They had many wonderful things to teach Earthlings, especially about time. Billy promised to tell what some of those wonderful things were in his next letter.

Billy was working on his second letter when the first letter was published. The second letter started out like this:

'The most important thing I learned in Tralfamadore was that when a person dies he only appears to die. He is still very much alive in the past, so it is very silly for people to cry at his funeral. All moment, past, present and future, always have existed, always will exist. The Tralfamadorians can look at all the different moments just that way we can look at a stretch of the Rocky Mountains, for instance. They can see how permanent all the moments are, and they can look at any moment that interests them. It is just an illusion we have here on Earth that one moment follows another one, like beads on a string, and that once a moment is gone it is gone forever.

When a Tralfamadorian sees a corpse, all he thinks is that the dead person is in a bad condition in that particular moment, but that the same person is just fine in plenty of other moments. Now, when I myself hear that somebody is dead, I simply shrug and say what the Tralfamadorians say about dead people, which is "so it goes."'

And so on.

(Kurt Vonnegut – *Slaughter House*)

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Tehnoredactor: Marcela OLARU, Alexandru LUPU

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Splaiul Independenţei, Nr. 313, Bucureşti, S. 6, O. P. 83
Tel./Fax.: 316 97 90; www.spiruharet.ro
e-mail : contact@edituraromaniademaine.ro